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A Survey of General English

A Survey of General English

(Covering in detail all the branches of English except Text)
FOR HIGH SCHOOL CLASSES

BOOK I

Section I : Grammar (114 pp.)
Section II : Unseen Passages (90 pp.)
Section III : Spelling, Punctuation, etc. (100 pp.)
Section IV : Composition (208 pp.)

BOOK II

Translation, Retranslation and Allied Composition (167 pp.)

BY

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DEDICATED

To

The Silent Army of Nation-builders

—The Teachers of Our Land—

(Our Colleagues)

PREFACE

A preface to a book of this nature must needs be a justification of its appearance. In the first place it may be mentioned that the matter pressed between the boards is entirely based on the actual class notes used in teaching English to High School classes for the long period of more than fourteen years. Therefore, it will be found that *most illustrations and exercises, all outlines and specimens of dialogues, stories and essays. and even all the passages for translation without a single exception are all original* and have successfully stood the acid test of practical class teacher. Consequently, the language in the book is easy and well within the grasp of High School students

Moreover, it has been keenly felt that much of the efficiency of English teaching is lost upon the boys owing to the fact that in most sohools the subject is divided into water-tight compartments and each is attended to without any close reference to the others. In fact, this supreme need of providing for the students and teachers alike ample facilities of coordination and cross-reference among the different branches, prompted the *single-volume idea* in regard to General English as a single unit.

Nevertheless, every single branch of General English (including English Paper IV) has been exhaustively treated and is sure to provide more than enough work of the required type in both the High School classes, copious exercises at the end of each topic provide a free scope for written as well as oral and revisional work in the class. **The compositional aspect predominates in the book. Even Hindi or Urdu passages for translation are so many individual pieces of composition complete in themselves.**

In addition to this, the passages for translation are in very many cases followed by exercises cn essay-writing based on the subject-matter theirin. A useful -and generous glossary of English equivalent at the end enhances the value of translation work. *As many as eighteen passages in Hindi (or Urdu) are followed by their English rendering, which is extremely helpful in setting the standard and providing useful exercise in translating and retranslating the same passage.* The language is Hindustani, and will, therefore, obviate much inconvenience in a class of both Hindi and Urdu scholars. It may, therefore, be stated without fear of contradiction *that no other book in vogue in the large majority of schools, combines so many unique features of translation teaching specially.*

Helpful criticism from colleagues and well-wishers is earnestly solicited by the authors who further beseech their indulgence in condoning several lapses that must have crept into book of this type.

Finally, our sincerest thanks are due to so many works and authors without whose aid even this modest attempt would have been impossible.

THE AUTHORS

PUBLISHERS' PREFACE

TO THE

FIFTH REVISED AND ENLARGED EDITION

The warm reception accorded to the second edition all over U. P., C. P., Rajputana and Central India has encouraged the publication of five editions within five years. The *single-volume* idea has been deeply appreciated by teachers and students alike inasmuch as close coordination and thorough assimilation of the *essentials* of the different branches of English are made practicable by their being readily accessible at all times.

The utility of the book has been highly enhanced by the inclusion of sufficient additional matter and exercises without adding to the number of pages. This has been possible by effective economy of space. The book has also been carefully revised and useful alterations have been made here and there without hesitation. The requirements to High School and other equivalent examinations have been kept in view throughout the book.

The price as well as the quality of get-up has been maintained at the same level, although the cost of production has gone up so high owin to war conditions. At the same time it may be noted that the price is *at least* one-half of what separate books on the different branches of English covering the entire course *minus* the text portion should cost. And finally it is humbly claimed that the relevant subject-matter dealt with in the different sections is the same as one comes across in separate books by different authors.

The most important feature in this edition is the novel and extremely useful manner in which the Translation portion has been dealt with by supplementing a large number of exercises with valuable detailed expositions on them as well as complete parallel rendering into English in several cases. All the exercises for translation are original intended to impress the compositional aspect. Besides plain Hindustani in most cases care has been taken to include some exercises in rather Sanskritised or Persianised language to make the student familiar with all types and grades.

Our thanks are due to:—Mr. Lakshmi Narain Dhaon, Retired Assistant Master, Govt. Jubilee Inter. College, Lucknow, for his valuable suggestions and rendering the Hindustani passages into Urdu version.

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Translation Retranslation and Allied Composition

A SURVEY OF GENERAL ENGLISH

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Grammar : Section I

CHAPTER : I

THE NOUN

1. Kinds :—Common, Proper, Material, Collective and Abstract.

(*a*) **The Common Noun** denotes a *class of object ; e. g.*, chair, pen, horse.

(*b*) **The Proper Noun** denotes a *particular individual, place or thing: e. g.*, John, Bombay, Ganges.

(*c*) **The Material Noun** denotes the *names of substances* of which things are often made ; *e. g.* gold, stone, clay, air, water.

(*d*) **The Collective Noun** denotes a *collection of similar things ; e. g.*, an *army* of soldiers ; a *company* of merchants.

(*e*) **The Abstract Noun** denotes a *quality, state, action, or arts and sciences*—something which *by itself* we cannot possibly *see, touch*, etc.; *e. g.*, whiteness, health, laughter, physics.

2. Proper ,Material and Abstract Nouns are said to be used as **Common** nouns /when they are either *preceded by an article* (a, an, the) or *used in the plural number* ; as,

(*a*) *Napolean* was a great soldier. (Proper)
Samudragupta was *the Napolean* of India. (Common)

(*b*) *Fish* is very much relished by Bengalis. (Material)
Fishes live in water. (Common)
Agra fort is made of *stone*. (Material)
The *stone* of Mirzapur finds ready market. (Common)

(*c*) Kashmir is full of natural *beauty*. (Abstract)

Kashmir is full of the *beauties* of nature. (Common)

3. **A Collective Noun** is parsed as a **Noun of Multitude** when it is used in the *plural* sense; as,

(*a*) The *committee* has passed this resolution. (Collective Noun)

(*b*) The *committee* are divided on this point. (Noun of Mulitude) [Vide Art. 168 (7)]

N. B.—**Note that the Noun of Multitude (in the Nominative Case) is followed by the plural form of the Finite Verb.**

4. A list of **Collective Nouns**:—

(1) An *archipelago* of small islands.
(2) A *band* of musicians, robbers or conspirators.
(3) A *bevy* of women.
(4) A *brood* of chickens.
(5) A *catalogue* or *list* of books or names.
(6) A *chain* of mountains.
(7) A *congregation* of people in a place of worship.
(8) A *congress* of ambassadors or men for political purpose.
(9) A *constellation* or *galaxy* of stars or distinguished men.
(10) A *covey* of partridges.
(11) A *crew* of sailors.
(12) A *flight* of birds or steps.
(13) A *gang* of convicts, labourers, thieves or robbers.
(14) A *group* of persons or islands.
(15) A *horde* of pirates or plunderers.
(16) A *library* of books.
(17) A *litter* of pigs or puppies.
(18) A *nest* of ants.
(19) A *patrol of* scouts.
(20) A *pencil of* rays of light.
(21) A *rabble* or *mob* of disorderly persons.
(22) A *retinue* or *train* of followers.
(23) A *school* of thinkers or philosophers.
(24) A *series* of events of questions.
(25) A *set* of furniture or articles.
(26) A *sheaf* of corn or arrows.
(27) A *shoal* of fish.
(28) A *stack* of arms, grain, grass or wood.

(29) A *stock* of articles, common-sense or fine qualities.
(30) A *suit* of armour or clothes.
(31) A *swarm* of bees or ants.
(32) A *team* of horses, oxen or players.
(33) A *train* of carts, carriages or thoughts.
(34) A *troop* of artillery, horses or scouts.
(35) A *volley* of shots.
(36) A *wreath* or *bouquet* of flowers.

[*N. B.*—Look up the supplementary list in Sec. IV.]

EXERCISE—Fill in the blanks appropriate collective nouns :—

A——of flowers.	A——of deer.
A——of keys.	A——of boys.
A——of old coins.	A——of merchants.
A——of goods.	A——of camels.
A——of cattle.	A——of grapes.
A——of elephants.	A——of twelve.
A——of twenty.	A——of trees.
A——of ships.	A——of sheep.
An——of soldiers.	A——of birds.
A——of soldiers.	A——of men.
A——of wood.	A——of nations.
A——of hair.	A——of raindrops.
A——of sticks.	A——of schoolboys.

5. **Abstract Nouns** are formed from—

(1) Other nouns with the help of the suffixes *hood* (or head), *ship* or *cy, ry ; e. g.*, child*hood*, god*head*, scholar-*ship*, infan*cy*, slave*ry*.

(2) Adjectives with the help of the suffixes *dom, ness, cy, ice, eur* (or our), *ty ; e. g.*, wi-*dom*, red*ness*, constan*cy*, just*ice*, grand*eur*, splend*our*, cru l*ty*.

(3) Verbs with the help f the suffixes *age, red, th, ance, ion*, (tion or sion) ; *e. g.* us*age*, hat*red*, warm*th*, assist*ance*, transla*tion*, compul*sion*.

6. Some Abstract Nouns are not derived from any other source, *e. g.*, courage, fancy, ceremony, victory.

***N. B.*—For a list of Abstract Nouns vide 'Word-building' in Sec. III with exx**

EXERCISE. Fill in *each* blank an appropriate material noun :—

1. Our bodies are composed of——,——and——.

2. ——is a very useful metal ; on the other hand——is a precious one.
3. Bengalis eat——and——, but the Punjabis prefer ——and——.
4. Cloth is manufactured from——,——and——.
5. People build their houses of——,——and——.
6. ——abounds in English mines.
7. ——and——are good conductors of electricity.

EXERCISE. Transform the following sentences so as to change the italicised word or words into a phrase containing an Abstract Noun ; as for example—*He is a wise men*—*He is a man of wisdom* :—

1. This wall is ten feet *high*.
2. *When a child* he used to be very naughty.
3. *By constantly practising virtue* he became *perfect*.
4. The *hot* sun is unendurable.
5. He was a *courageous* soldier.
6. Father *advised* me to obey the law.
7. It is an *excellent* picture.
8. Bhim was a *healthy* man and loved *to laugh*.
9. *The fact of his being expelled* from the class was due to his *being mischievous*.
10. I can solve this problem without your *assisting* me.

EXERCISE. Point out whether the italicised nouns in the following sentences are common, proper, collective, meterial or abstract :—

1. Gandhiji is the *Lenin of India*.
2. *Lenin* brought about the Russian *Revolution*.
3. O *Solitude* ! where are the *charms* which *sages* have seen in thy *face*.
4. Our *sun* is a big ball of fire.
5. Stars are little *suns* twinkling in the sky.
6. Ahmedabad, the *Manchester* of India, is a large industrial centre.
7. *Coal* is dug from the Raniganj mines.
8. *Milk* is a perfect *diet*.
9. Cow's *milk* is liked by all.
10. The *gold* of Australia is the most precious metal of its kind.

————

GENDER

7. Kinds—Masculine (or names of males); **Feminine** (or names of females): **Netuer** (or names of lifeless objects) and **Common** (or names denoting either sex).

8. All Material, Collective and Abstract Nouns are of the Neuter Gender.

9. The Feminine of nouns is formed from the Masculine in the following ways—

1. By a change of word; as,

Masculine	*Feminine*	*Masculine*	*Feminine*
Bachelor	maid	Colt	filly
Boar	sow	Czar	Czarina
Boy	girl	Dog	bitch
Brother	sister	Drake	duck
Bull (or ox)	cow	Drone	bee
Bullock	heifer	Earl	countess
Cock	hen	Father	Mother
Friar	nun	Nephew	niece
Gentleman	lady	Papa	mamma
Husband	wife	Ram	ewe
King	queen	Sir	madam
Lad	lass	Son	daughter
Lord	lady	Stag	hind
Man	woman	Uncle	aunt
Master (boy)	miss (girl)	Wizard	witch
Monk	nun	Horse	mare

2. By using the suffix *ess*—

(*a*) at the end of the Masculine; as,

Masculine	*Feminine*	*Masculine*	*Fiminine*
Author	authoress	Patron	patroness
Baron	barnness	Peer	peeress
Count	countess	Poet	poetess
Giant	giantess	Priest	priestess
God	goddess	Prince	princess
Heir	heiress	Prophet	prophetess
Host	hostess	Shepherd	shepherdess
Jew	Jewess	Steward	stewardess
Lion	lioness	Viscount	viscountess
Mayor	mayoress		

(*b*) at the end of the Masculine after omitting the vowel or its last syllable ; as,

Masculine	*Feminine*	*Masculine*	*Feminine*
Actor	actress	Negro	Negress
Benefactor	benefactress	Porter	portrees
Conductor	conductress	Proprietor	proprietress
Director	directress	Tiger	tigress
Enchanter	enchantress	Traitor	traitress
Hunter	huntress	Votary	votaress
Instructor	instructress	Waiter	waitress

(*c*) at the end of the Masculine after a slight change in its form ; as,

Masculine	*Feminine*	*Masculine*	*Feminine*
Abbot	abbess	Master	mistress
Duck	duchess	Mr.	Mrs.
Emperor	empress	Murderer	murderess
Sorcerer	sorceress	Marquis	marchioness

(3) By changing the gender of a part—

Masculine	*Feminine*	*Masculine*	*Feminine*
Cock-sparrow	*hen*-sparow	*Jack*-ass	*she*-ass (Jenny-ass)
Grand *father*	grand *mother*		
Grand *uncle*	grand *aunt*	Land-*lord*	Land-*lady*
He goat	*she*-goat	*Man*-servant	*maid*-servant
He-bear	*she*-bear	Milk-*man*	milk *maid*
Washer *man*	washer-*woman*.		

10. The following words are commonly used both for males and females though each of them has its corresponding other form :—

Bee, colt, doctor; founder, fox, goose, horse, manager and teacher.

11. A *ship*, a *railway train* and a *country* are generally spoken of as she.

12. List of Nouns in common Gender :—

Baby, bird, calf, cat, cattle, child, cousin, deer, elephant, enemy, foal, fowl, friend, monarch, mouse, orphan, parent, person, pig, pupil, rat, relation, servant, sheep, spouse and swine.

[*N. B.*—For exx. look up Sec. III after World-building.]

NUMBER

13. **Kinds—Singular** (meaning *one* and **Plural** (meaning *more than one*).

14. A Plural is generally formed by adding *s* to the Singular ; as,

(1) Ant, ants ; bed, beds ; cart, carts ;dog, dogs.

(2) Day. days ; play, plays; tray, trays ; key, keys ; monkey, monkeys ; storey, storeys ; boy, boys ; joy, joys ; toy, toys (*i. e*., when the singular ends in 'y' and is preceded by the the vowels *a, e* and *o*, only 's' is added).

(3) Cameo, cameos ; curio, curios; folio, folios ; bamboo, bamboos ; cuckoo, cuckoos ; Hindoo, Hindoos , embryo. embroys (*e. i*., when the Singular ends in *o* and is preceded by *e, i, o* and *y*, only 's' is added).

15. When the Singular ends in *s, sh, ch* or *x*, the Plural is formed by adding *es* to it ; as,

Boss, bosses ; glass, glasses ; hiss, hisses ; kiss, kisses ; lass, lasses ; bush, bushes ; dash, dashes ; lash, lashes ; bunch, bunches ; patch, patches ; trench, trenches ; box, boxes ; fox, foxes ; tax, taxes.

16. When the Singular ending in *y* is preceded by a *consonent*, the *y* is changed into *ies* in the Plural ; as,

Army, armies ; beauty, beauties ; country, contries ; duty, duties ; entry, entries ; fly, flies ; gully, gullies ; holly, hollies ; lany, ladies ; puppy, puppies ; story, stories.

17. When a Noun ends in *f* or *fe*, the Plural is generally formed by changing *f* or *fe* into 'ves' ; as,

Calf, calves ; half, halves ; leaf, leaves; loaf, loaves ; sheaf, sheaves ; life, lives ; knife, knives ; wife, wives.

Exceptions to the above rule—Chief, chiefs ; cliff, cliffs ; dwarf, dwarfs ; gulf, gulfs ; hoof, hoofs (also hooves) ; proof, proofs ; reef, reefs ; scarf, scarfs (also scarves) ; serf, serfs ; turf, turfs ; wharf, wharfs (also wharves).

18. When the Singular ending in *o* is preceded by a *consonant*, the Plural is generally formed be adding *es* to the former ; as,

Buffallo. buffaloes ; cargo, cargoes ; echo, echoes ; hero, heroes ; motto, mottoes ; Negro, Negroes ; volcano, volcanoes.

Exceptions—Canto, cantos ; grotto, grottos ; halo halos ; mosquito, mosquitos ; [also mosquitoes]; piano. pianos ; portico, porticos or porticoes ; solo, solos.

19. Some singulars form their plurals irregularly ; as,

Brother, brothers [also brethren] : child, children ; cow, kine or cows ; foot, feet ; goose, geese ; louse, lice ; man, men ; mouse, mice ; ox, oxen ; tooth, teeth ; woman, women ; (pronounced wi' men).

20. Compound Singulars form their Plurals by adding s to the *principal word* ; as,

Singular	*Plural*
Commander-in-chief	commanders-in-chief
Daughter-in-law	daughters-in-law
Father-in-law	fathers-in-law
Footman	footmen
Governor-general	governor-generals (or governors-general)
Lieutenant-governor	lieutenant-governors
Maid-servant	maid servants
Man-of-war	men-of-war
Mother-in-law	mothers-in-law
Passer-by	passers-by
Peace-maker	peace-makers
Steam-engine	steam-engines
Step-daugher	step-daughters
Step-son	Step-sons
Tell-tale	tell-tales
Test-tube	test-tubes
Under-secretary	under-secretaries
Vice-chancellor	vice-chancellors
Vice-president	vice-presidents
Vice-principal	vice-principals
Washerman	washermen

Also

Singular	*Plural*
M. A.	M. A. 's.
LL.B.	LL.B.'s.
O. B. E.	O. B. E.'s.
Miss Seth	Misses Seth (also Miss Seths)
Mr. Khanna	Mr. Khannas Messrs. Khanna
Mrs Gupta	Messrs Guptas
Mr..	Messrs.
Mrs.	Mesdames

21. Nouns commonly used in **Singular** sense; as,

(a) Singular forms—advice, alphabet, clothing, corn, furniture, gossip, grain, information, issue, poetry, scenery, etc.

(b) Plural forms—innings, mathematics, news, physics, politics, etc.

For example:—

1. The Hindi *alphabet* is scientific.
2. He details in *grain*.
3. The *news* is very welcome.
4. The *scenery* of Kashmir is famous all over the world.

The words—advice, furniture, information, poetry—can be used in the Plural forms thus: *pieces* of advice, *articles* of furniture, *pieces* of information and *pieces* of poetry.

22. Some nouns keep the Singular form in such cases as

A two-*year* old child. A five-*foot* man. A four *anna* piece. A seven-*day* week. A twenty-*month* calendar. A fifty-*pound* weight.

23. (*i*) Most Abstract nouns; as, *boy-hood, freedom, indolence* (*ii*) Certain Material Nouns; gold, silver, bread (*iii*) Certain diseases; as, cholera, plague, malaria, do not admit of Pural forms.

24. Nouns commonly used in **Pural** sense; as,

(a) Singular forms—Cattle, clergy, gentry, people, poultry.

(b) Pural forms:—Alms, annals, ashes, assets, belongings, contents, eaves, embers, obsequies, proceeds, shambles, statistics, thanks, tidings, victuals, wages.

(c) Names of tools;—Arm, bellows, fetters, scissors, tongs, shears.

(d) Articles of dress:—breeches, drawers, pantaloons, spectacles, socks, trousers.

(e) Certain diseases:—Measles, mumps.

(f) Parts of the body:—Bowels, entrails, intestines.

25. Nouns used in **Singular** and **Pural** alike; as, deer, fish hundred weight, pice, sheep, stone (=14 lbs.), swine.

26. Some nouns have **one** meaning in the Singular and a different meaning in the Plural:

Advice, consel	*Advices*, information
Air, atmosphere	*Airs*, assumed manners
Force, energy	*Force*, army
Good, benefit	*Goods*, property
Iron, a metal	*Irons*, fetters
Return, coming back	*Returns*, statistics.

27. Some nouns have **double** meaning in the Singular **one** in the Pural:—

Singular		*Pural*
Abuse	(1) wrong use (2) reproach	Abuses (wrong uses)
Foot	(1) a lower limb (2) infantry	Feet (parts of the body).
Horse	(1) a useful animal (2) cavalry	Horses (animals)
Issue	(1) result (2) an offspring	Issuses (results)
People	(1) a nation (2) men and women	Peoples (nations)
Wood	(1) timber (2) forest	Woods (forests)

28. Some nouns have **one** meaning in the Singular but **two** in the Pural:—

Singular	*Pural*	
Colour (dye)	Colours	(1) kinds of colour (2) flag of regiment
Custom (habit)	Customs	(1) habits (2) tool or tax
Effect (result)	Effects	(1) results (2) goods
Number (used in counting)	Numbers	(1) quantities (2) verses
Part (portion)	Parts	(1) portions (2) abilities
Premise (proposition)	Premises	(1) propositions (2) a house with outhouses
Quarter (a fourth part)	Quarters	(1) fourth parts (2) lodgings
Spectacle (sight)	Spectacles	(1) sights (2) eye-glasses

[N. B. For exx. look up Sec. III after Word-building.]

CASE

29. Kinds—

(1) **Nominative** (*Subject* to a verb) ; as, The *child* sleeps.

(2) **Objective** (*object* to a verb or a verb or a preposition) ; as,

(*a*) He bought a *book*.
(*b*) He fell into the *well*.

(3) **Possessive** (denoting possession, authorship, origin generally). as,

(*a*) *Ramas's* book.
(*b*) *Tagore's* poems.
(*c*) *Court's* decrees.

30. Special uses—

(1) **Nominative of Address** (or Vocative Case) ; as Help me *friend*.

(2) **Nominative Absolute**; as—*Day* dawning, they resumed their journey.

(3) **Nominative Case** in **Apposition** to a noun or pronoun; as, Kalidas, the Sanskrit *poet*, lived long ago. (Both 'Kalidas' and 'poet' are in the Nominative case, subject to the verb 'lived'.)

(4) **Objective Case** in **Appostion** to a noun or pronoun, as, Rama killed Rawana, the *king* of Lanka, (Both 'Rawana' and 'king' are in the objective case, object to the verb 'killed'.)

Note—(*a*) To discover the nominative case, put *who*? or *what*? before a verb, and to find out the objective case, put *whom*? or *what*? or *to whom*? *for whom* ? after a verb.

(*b*) A noun used as **Objective or Nominative Case in Apposition** to another noun *explains* the noun going before it. For example, in No (3) above the word *poet* explains or clears the identity of Kalidas.

(*e*) Never write merely 'case in apposition to......but state clearly if the noun is Nominative case in apposition or Objective case in apposition.

31. The sign of the possessive case is usually the **apostrophe** and s **('s)** placed at the end of the word, but in the following cases *s* is omitted.

(*a*) After all plural nouns ending in s ; as, Boys' books.

(*b*) After a singular noun the *last syllable* of which begins and ends with s ; as, Moses' laws.

(*c*) After singular nouns ending in *s* or *ce* and followed by 'sake' ; as, goodness' sake ; innocence' sake.

32. The use of the *Possessive case* of a noun is confined to the following :—

(*a*) All *living* being; as, Jame's reign; lion's roar,

(*b*) All *personified things* ; as, India's sons; Solitude's charms.

(*c*) Nouns indicating *time, space* or *weight* ; as,

(1) A moment's delay ; and hour's sleep ; ten days' reign.

(2) A cubit's span ; a stone's throw ; a mile's height.

(3) A maund's weight ; a pound's weight.

(*d*) Nouns indicating *dignified objects* : as Nature's laws; God's decree ; Moon's infiuence.

(*e*) Certain *common phrases*, ; as,

Court's decree ; soul's delight ; mind's eye ; duty's call ; truth's triumph ; at his finger's end ; out of harm's way ; at his wit's end : heart's content; journey's end; ship's crew.

33. Special uses of the sign of the Possessive :

(*a*) When a noun is followed by its 'case in *apposition*', the sign is affixed to the latter word : as, William the *Conqueror's* rule.

(*b*) In the case of a compound word or phrase, or when two words are closely connected, the apostrophe and *s* are added to the last word ; as,

(1) Secretary of State's despatch.
(2) Father-in-law's house.
(3) William and Mary's reign.

34. Kinds of objects :—

(1) **Direct** and **Indirect Objects** :—When a verb takes two different objects, the one that represents a *thing* usually is the **Direct Object**, for the action denoted by the verb falls *directly* on the thing, while the other representing a *person* usually is the **Indirect Object** ; as. The boy gave *Sita a toy.* Here '*toy*' is the Direct Object and *Sita* is the Indirect Object.

[N. B. The Indirect object always occurs first. If not, it is preceded by 'to' ; as. The boy gave a toy *to Sita*.]

(2) **Cognate Object**:—It is directly or indirectly derived from the verb of which it is the object; e. g., They ran a *race*; He fought a *fight*.

(3) **Retained Object**:—It is the object of a verb in the *Passive Voice*; as, He was taught *Geometry* by the teacher.

Note.—In the active voice—The teacher taught him Geometry—'him' and 'Geometry' are two objects. In the passive voice above Geometry has been *retained* as the object, while the other object 'him' becomes 'he', subject to the verb 'was taught.' Hence the name—Retained Object.

(4) **Adverbial Objects**:—Nouns signifying *time* and *space* when used after verbs (or adjectives) with the *force* of an **Adverb**, are called **Adverbial Objects**; *e. g.*—He went *yesterday*; I have *a mile* off.

(5) **Reflexive Object**:—He sat *himself* down.

35. Distinction between an **Object** and a **Complement**:—When a noun or pronoun following a verb signifies '*sameness*' with another noun or pronoun in the sentence, it is **Complement** of the verb.

In the sentence 'Sita is a *girl*,' the word *girl* signifies *sameness* with *Sita*. Hence it is the complement of the verb 'is'. In the sentence 'Sita reads the *Ramayan*,' *Ramayana* is totally *different from Sita*. Hence it is an *object* to the verb *reads*.

Note.—A sure test is to try to change the voice of the sentence. It will be discovered at onc. that the complement cannot be used as a subject without making the sentence nonsensical. This test is valuable in the case of Factitive Verbs which take an objective complement and not another object as some transitive verb do.

Exx: (1) He gave me a pencil. In the passive both *him* and *pencil* can be used as subjects.

(2) He made me a king. In the Passive *king* cannot be used as a subject. So *king* is the complement of the Factitive Verbs 'made', and 'me' is its object.

36. Subjective and Objective Complements.

[1] Sita is *girl*.
[2] The teacher made him his *pupil*.

In [1] *girl* agress with the Subject and has *sameness* with

it. Hence *girl* is the **Subjective Complement** to the verb *is*.

In [2] *pupil* has *sameness* with *him* which is the **Object.** Hence *pupil* is the **Objective Complement** to the verb *made*.

Note.—The complement, which may be as a **Noun, Pronoun** or an **Adjective**, generally follows the verbs :—

am, is, are, were, be, seem, appear, look, make, think.

EXERCISE. Point out whether the italicised words in the following are **Objects** or **Complements :—**

I am a *student.* A flower is a beautiful *thing.* The Headmaster turned *Hamid* out of the class. He turned a *traitor* to his country. He called on his *friend.* I call *you* my *friend.* Queen Victoria made Lord *Canning Viceroy* of India. Make me a *toy.* The French Directory appointed *Napolean* the *general* of the Italian forces. He gave *him* his own *son.* He thought the *boy* a worthy *prise winner.* Herr Hitler has now become the virtual *dictator* of Germany. Indians appear to be a progressive *people.* I will teach the rude *fellow* good *manners.*

EXERCISE. Point out the exact nature of the case of each italicised word:—

1. *Caesar,* the Roman *general,* died a violent death.
2. A *moment's* delay spoiled his *chance.*
3. The patriot was given a cordial *welcome* by his countrymen.
4. He lives a *miles* off.
5. *Charles* himself entered the House of Parliament to arrest his enemies.
6. Why are you offended, *brother*?
7. *Weathers* being unfavourable, they had to start late on their journey.
8. He is reading the work of Tulsidas, as the great *saint, poet* and *philosopher* of the 17th *century.*
9. The Dutch had to fight out many a *battle* of freedom against the Spaniards.
10. He lives within a *stone's throw* of my house.
11. Hail thou *goddess,* sage and holy! O divine *melancholy.*

37. Substitutes for Nouns or Pronouns:—

(*a*) Adjective—The *humble* shall be rewarded in Heaven.
(*b*) Participle—The *down-trodden* must be freed.

(c) Infinitive—To *err* is human.
(d) Gerund or Verbal Noun—He loves *gambling*. The *reading* of the boy is defective.
(e) Adverb—He is pure from *within* and *without*.

38. Difficult cases in the Parsing of Nouns within brief hints,

1. Happy are the *meek* (Adjective used as Noun. Subject *are*)

2. The Batte of Haldighrti really marked the victory of the *vanquished*. Past Participle used as Noun, Object to the Preposition *of)*

3. Till *now* he has been perfectly idle. (Adverb used as Noun, Object to the Preposition *till*)

4. *Sun* rising, I left my bed. (Nominative Absolute)

5. It is *James* who has done it. Nominative Case in Apposition to *it*.)

6. Pratap was full of noble courage—a *fact* which every one would appreciate in him. (Noun, Objective Case in Apposition to the previousclause.)

7. This baby is three *months* old. (=This baby is old *by* three months.' *Months*—(Adverbial Object of Time, Object to the preposition *by* understood.)

8. The tree is forty *feet* high. (Adverbial Object of Space, Object to the Preposition *by* understood.)

9. The *committee* has passed this resolution. (Collective Noun)

10. The *committee* are divided on this resolution. (Noun of Multitude)

11. This book is worth five *annas*. (*Annas*—Adverbial Object governed by the Adjective *worth* having a prepositional force.)

12. Hindus and Musalmans live *side* by *side* (side by side)—side being by side. (1) *Side*—Nominative Absolute. (ii) *Side*—Objective Case, governed by the preposition *by*.)

13. The pair walked *hand* in hand. (Hand in hand—*hand* being in hand. *Hand* Nominative Absolute)

14. Henry VIII looked every *inch* a King. Adverbial Object, governed by the Preposition at understood.)

15. He fought a *fight*. (Cognate Object)

16. He was a gentleman at *least* (Adjective used as Noun).

17 He left that place at *cnce.* (Adverb used as Noun)

18. I have never known the *like* of it (Noun, Object to *have known*.)

MODEL PARSING OF NOUNS

39. To Prase a Noun mention:—

(*a*) Kind—Common, Proper, Collective, Material or Abstract.

(*b*) Number—Singular or Pural.

(*c*) Gender—Masculine, Famine, Common or Neuter.

(*d*) Case—Nominative, Possessive, Objective, Nominative or Objective Case in Apposition to a Noun or Pronoun, Complement to a Verb, Vocative Case, Nominative Absolute or Adverbial Object.

(*e*) Relation.

EXAMPLE.—Dear *Children* of *Ind*, your *country* being in *danger*, the *multitude* eagerly awaits that you *boys* and *girls* will prove your *worth* by giving the *tyranny* a *death-blow* or by dying the noble *martyr's death* to be considered the *salt* of the earth these *days* and for countless years to come.

1. *Children*—Common Noun, Plural, Common Gender, Vocative Case.

2. *Ind*—Proper Noun, Singular, Neuter, Objective Case, governed by the preposition *of*.

3. *Country*—Common Noun, Singular, Neuter, Nominative Absolute.

4. *Danger*—Abstract Noun, Singular, Neuter, Objective Case, governed by the preposition *in*.

5. *Multitude*—Collective Noun, Singular, Neuter, Nomi. native Case, subject to the verb *awaits*.

6. *Boys*—Common Noun, Plural, Masculine, Nominative Case, subject to the verb *will. prove*.

7. *Girls*—Common Noun, Plural, Femine, Nominative Case, subject to the verb *will prove*.

8. *Worth*—Abstract Noun, Singular, Neuter, Objective Case, governed by the Translative verb *will prove*;

9. *Tyranny*—Abstract Noun, used as Common Noun. Singular, Neuter, Indirect Object to the verb *giving*.

10. *Death-below*—Abstract Noun used as Common Noun, Singular, Neuter, Indirect Object to the verb *giving*.

11. *Martyr's*—Common Noun, Singular, Common Gender, Possessive Case, qualifying the noun *death*.

12. *Death*—Abstract Noun, used as Common Noun, Singular, Neuter, Cognate Object to the verb *dying*.

13. *Salt*—Material Noun used as Common Noun, Singular, Neuter, Retained Object to the verb *to be considered*.

14. *Days*—Adverbial Object of Time, Plural, Neuter, modifying the verb *to be considered*

EXERCISE.—Parse the words in italics in the following.—

They lived a happy *life*. *Sword* in hand, he rushed upon his enemy. He was early taught *obedience*. The boy is eight *years* old. Give me a *five rupee* note. He advanced *step* by step. He is worth his *salt* I am six *feet* high. He entered *heart* and soul into the business. Call everyone your *friend*. Blessed are the *meek* for theirs is the Kingdom of Heaven. From *morning* till *evening* you harp upon the same *theme* My *ramble* ending, I returned. Help the *needy* and seek the company of the *wise* I have seen the *ups* and *downs* of life. He ran a *race* He thought him a *policeman* The student called at the *Headmaster's*. This book is *Krishna's*. Gandhiji has won the name of a political *saint* The *rise* of the Mahratta Empire was the cause of the *downfall* of the Moghal power in India. Trust in God and keep your *powder* dry. He was correct in *general*. Moti Lal will be here before *long*. The *long* and *short* of it is that he has never been up to date. The Musalmans are at their *best* on *Id day* I shall help you through *thick* and *thin*. Put it in *black* and *white*.

CHAPTER II

THE ADJECTIVE

40 Kinds.—Adjective of Quality, Adjective of Quantity, Numural Adjective, Demonstrative Adjective, Distributive Adjective and Interrogative Adjective.

1. Adjective of Quality; it indicates the *quality* or *state* of a thing, *e. g.*, a *fat* boy, a *poor* woman.

2. Adjective of Quantity; it shows the *quantity* of a things ; *e. g.*, *much* water, *little* wisdom.

3. Numeral Adjective : it indicates the *number* of things ; *e. g.*, *five* boys, *some* students.

N. B.*—The Numeral Adjective may be *Definite* or *Indefinite.

(*a*) Definite Numeral Adjective ; *e. g.*, *twenty* boys.

(*b*) Indefinite Numeral Adjective ; *e. g.*, *some, few, all, no, none, enough, many, several.*

***N. B.*—A Numeral Adjective may denote an *exact number* as well as *order* or *multiplication* of things ; as ;**

Exact number	*Order*	*Multiplication*
one,	first	single, only (as, the *only* son)
two	second	twice, double, twofold
three	third	thrice, threefold, triple
four	fourth	quadruple or fourfold
six	sixth	sixfold

4. Demonstrative Adjective : it points out *which or what* thing is meant ; as, *that* boy, *these* books.

***N. B.*—Demonstrative Adjectivs also both *Definite* and *Indefinite* ; as,**

(*a*) Definite Demonstrative Adjectives—*the, this, that, these, those, you, such, the same* and *the other.*

(*b*) Indefinite Demonstrative Adjectives— *a, an, one, any, certain, some, another* and *any other.*

5. Distributive Adjective—the words—*each, every, either* and *neither*—are Distributive Adjectives.

6. Interrogative Adjective—the words—*what, which* and *whose* when they introduce a question *and are followed by a noun,* are called Interrogative Adjectives ; as,

(*a*) *What* sort of thing is this ?

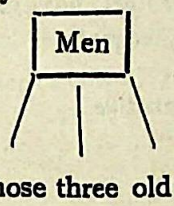
(*b*) *Which* book has he lost ?

(*c*) *Whose* friend is he ?

41. *N. B.*—Sometimes a noun is used with the force of an adjective ; *e. g.* a *police* station, an *ice* factory, the *India* House, the *Hindu* period.

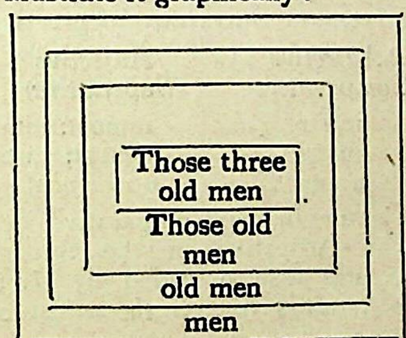
N. B. (*i*) In reality an adjective means a word which is *added on* to some noun. Hence it can better be understood as an *Adnoun*.

For example:—*Those three old* men are my relations. Here the words *those*. *three* and *old* are *added on* to the noun *men*. The noun *men* is thus a Head noun, and the words *those*, *three* and *old* may be termed Tail words. This becomes clearer when illustrated graphically thus :—



So the surest way to distinguish an adjective is to pick out the Head noun and then to select the Tail words.

(*ii*) It will also be be noted that an adjective reduces the number of a noun. In the preceding example, when I say *men*, I mean *all the men in the world*. When I say *old man*, I exclude those who are *not old*. When I say *those old men*, I further exclude those whom I do not *point out*. But when I say *those three old man* I have reduced the number of men to *three* only. To illustrate it graphically :—



Degrees

42. There are three degrees connected with an Adjective, Positive, Comparative and Superlative. Comparative and Superlative degrees are generally formed by adding *er* or *est* respectively to the Positive : *e. g.*, *wise*, *wiser*, *wisest* ; *warm*, *warmer*, *warmest*. But if the adjective in the positive degree

happens to be a long word (of more than one syllable generally), the Comparative and the Superlative are formed by prefixing the words *more* or *most* to the Positive ; *e. g.*, Beautiful, *more* beautiful, *most* beautiful.

43. If an Adjective in the Positive degree ends in *y*, preceded by a *consonant*, *y* is changed into *ier* or *iest* in the Comparative and Superlative degrees respectively ; as, *dirty, dirtier* and *dirtiest.* But if *y* is preceded by a *vowel*, there is no such change ; as, *gay, gayer* and *gayest.*.

44. The following Adjectives have irregular Comparative and Superlative forms.—

Positive	*Comparative*	*Superlative*
Bad	worse	worst
Far	farther	farthest
Good	better	best
Little	less	least
Late	later, *latter*	latest, *last*
Many (number)	more	most
Much (quantity)	more	most
Old	older, *elder*	oldest *eldest*

N. B—Some Adjectives do not admit of Comparative or Superlative degrees ; as—square, round, middle, perfect, circular, spherical, parellel, eternal, golden, etc.

The following are Adverbs in the Positive, but Adjectives in the Comparative, and Superlative degrees:—

Adverb (Positive)	*Adjective (Comparative)*	*Adjective (Superlative)*
In	inner	inmost; innermost
Out	outer	utmost; outermost
Up	upper	uppermost

45. An Adjective in the Comparative degree is followed by *than* and an Adjective in the Superlative degree is followed by *of* and also preceded by *the* ; as, This tree is taller *than* that ; This tree is *the* tallest *of* all trees in the garden.

But when a selection is meant, *than* is discarded ; *e. g.* *Of* Bhim and Arjun, Bhim was the stronger.

46. The Adjectives—*superior, inferior, senior, junior, prior* and *posterior*—are always followed by *to* instead of *than* ; as, He is *superior to* me in strengh ; The head clerk is *senior to* all his assistants.

EXERCISE—Supply Adjectives of the appropriate degree in the gaps:—

1. Calcutta is the——of all towns in India. (large)
2. Of the two knives this one is the——. (sharp)
3. Example is——than precept. (good)
4. Honour was——to Pratab than Kingdom. (dear)
5. New York is the——city in the world. (rich)
6. My pen is——to that pen. (superior)
7. I shall reward the——boy in the class. (good)
8. Kalidas was——than any other Sanskrit poet. (great)
9. Cholera is the——enemy of mankind. (bad)
10. How are you ? Are you——? (well)
11. Lajpat Rai was a——leader of the Punjab. (great)
12. Marriage is the——important event in a man's life. (much)
13. The banyan is——than all the other trees. (shady)
14. Platinum is——precious than gold. (much)
15. Of the two boys, Ram is the——. (clever)
16. Napoleon was a——military leader. (famous)

47. Attributive or Predicative use of an Adjective— An Adjective is used Attributively when it is placed immediately before (sometimes after) the noun which it qualifies ; e. g., A *delightful* sight ; The boy *fearless* and *resolute* took the task in hand. It is used predicatively when it is a part of the *predicate* of a sentence and qualifies the subject or a part of it ; e. g., That sight was *delightful* ; The man went *mad*.

48. Substitutes for Adjectives:—

(*a*) A Noun or Gerund—

A *mountain* rat ; *Drinking* water.

(*b*) A Noun or Pronoun in the Possessive Case:—

Patel's leadership ; *His* horse.

(*c*) An Infinitive or Participle:—

House *to live* in ; A *living* example ;
A *defeated* soldier.

(*d*) An Adverb:
The *down* : train; The *then* ruler.

(*e*) A Prepositional phrase :—
A man *of character*.

(*f*) An Adjective clause :—
The man *who has done most for the Hindus* is Pandit Madan Mohan Malaviya.

MODEL PARSING OF ADJECTIVES

49. To parse an Adjective mention :—
(*a*) Its kind (*b*) Its degree of comparison, if compared (*c*) Its relation, *i. e.*, qualifying a noun or pronoun and used predicatively after a verb (if so).

EXAMPLE.—*The two young* brothers *fearless* to the last allowed themselves to be buried in the wall alive.

1. *The*—Definite Article, qualifying the noun *brothers*.
2. *Two*—Numeral Adjective, qualifying the noun *brothers*.
3. *Young*—Adjective of quality, qualifying the noun *brothers*.
4. *Fearless*—Adjective of quality, qualifying the noun *brothers*.

EXERCISE.—Parse Adjectives in the following :—

He was an utter failure. My brother gave me a silver pen. He is coming to Cawnpore by the up train. The sight was very pleasing. Tata was a man of wealth and virtue too. They made a cowardly attack upon the Nawab of Bengal. I am in good health now. Shivaji performed heroic deeds. The royal palace was full of interesting sights. He was rendered homeless and destitute and had to spend sleepless nights in open fields. The fact that he had to enter the I. C. S. was an afterthought to him. Though humbled, he was proud. He was the only son of his father.

CHAPTER III

THE PRONOUN

The Pronoun is used *to avoid the inconvenience of* repetition of a noun or the *awkward construction* of a sentence.

For example—

Shyam said to *Shyam's* father that *Shyam's* elder brother had rewarded *Shyam*, for *Shyam* had topped the list in *Shyam's* class.

Obviously repetition of the word *Shyam* is inconvenient and spoils the construction of the sentence which can be better expressed thus :—

Shyam said to *his* father that *his* elder brother had rewarded *him*, for *he* had topped the list in *his* class.

The italicized words in the preceding sentence are called Pronouns because all of them have been used for the noun *Shyam*. [Pro+noun=For+noun.],

Its Kinds.—Personal, Reflexive, Demonstrative, Relative, Interrogative, Exclamatory and Impersonal Pronouns.

50. (I) A Personal Pronoun is that which stands for a person :—Hamid is a good boy ; *he* obeys *his* parents.

51. Forms of Personal Pronouns.

Case	First Person		Second Person	
	Singular	Plural	Singular	Plural
Nominative	I	We	Thou	Ye, you
Possessive	My, mine	Our, ours	Thy, thine	Your, yours
Objective	Me	Us	Thee	You

Case	Third Person			
	Singular			Plural
	Masculine	*Feminine*	*Neuter*	
Nominative	He	She	It	They
Possessive	His	Her, hers	Its	Their, theirs
Objective	Him	Her	It	Them

52. (2) **Reflexive Pronoun**—It is formed by adding *self* to a Personal Pronoun.

Forms of Reflexive Pronouns.

CASE	FIRST PERSON		SECOND PERSON	
	Singular	Plural	Singular	Plural
Nominative or Objective	Myself	Ourselves	Thyself Yourself	Your-selves

CASE	THIRD PERSON			
	Singular			Plural
	Masculine	*Feminine*	*Neuter*	
Nominative or Objective	Himself	Herself	Itself	Themselves

53. (3) **Demonstrative Pronoun**—It points to some noun preceding it.

EXAMPLE.—Krishna gave me timely help, *that* I required most.

The chief Demonstrative Pronouns are ;—*this*, *that* *these*, *those*, *one*, *ones*, *none*, *so*, *same*, or *such* ; also *he*, *she*, *it*, *they* in special cases cited below.

Distinction between Demonstrative Pronouns and Demonstrative Adjectives :—

If the words *this*, *that*, *these*, *those* precede a noun they point out, they are Demonstrative Adjectives : if otherwise, Demonstrative Pronouns ; as,

This boy is clever. (Demonstrative Adjective)

This is a clever boy. (Demonstrative Pronoun)

Personal and Demonstrative Pronouns:—When a pro-

noun does not *refer to a particular person or thing*, it becomes a Demonstrative Pronoun.

I know Ram ; *he* is my patron (Personal Pronoun)

He who goes after truth, finds it. (Demonstrative Pronoun)

Exercise.—Point out whether the italicized words in the following are Demonstrative Pronouns or Demonstrative Adjectives :—

This fellow thinks that *one* can always be idle like *that*. *They* are wise who walk in the track of *those* virtuous men. You have done well ; as *such* you deserve commendation. I have several little *ones* : you have *none*. Ram worked hard to achieve success; his brother did the *same*. He is the *same* boy whom I punished yesterday. I think *so*. *Such* friends as are selfish, I dislike. *This* tree is taller than *that*. Give me *this* book and take *that*. *One* Mr. A helped me. Will you do *this* work or *that* ? *One* man says *this*, another *that* ; the scheme does not seem to be a wise *one*.

Exercise.—Point out whether the italicized words in the following are Demonstrative or Personal Pronouns :

He who is honest shall be rewarded in heaven. *I* love *her* because *she* is faithful to me. The sun has risen ; *it* shines brightly. It is *one's* duty to follow *those* grand old people. My friend has gone ; I saw *him* start. For *him* who is greedy every evil is possible. Blessed are *they* who are meek, for *theirs* is the Kingdom of Heaven. *That* fellow is full of impracticable projects ; *that* I hate above everything. Men are liable to mistakes ; as *such they* are to be forgiven Gautam taught kindness to animals ; *he* was a great teacher.

54. (4) **A Relative Pronoun** is one that is linked (*related*) to a noun or pronoun going before. It also *joins* two sentences ; as,

The man, *who* loves his fellows, is loved by God. Where is the pen *which* I gave you ?

N. B.—The most common Relative Pronouns are—*who, which, whose. whom, that, what*(=that which), and *as* (=which) when it is preceded by *as, same or such*.

Antecedent :—An antecedent to a Relative Pronoun is the noun or pronoun *referred to* by it ; *e. g.*

The boy, *who* got the reward, is my cousin. (Here *who* is a Relative Pronoun and its antecedent is *boy*)

Sometimes an antecedent is understood ; as,

(*a*) Who rises falls in the end. (*who = the man who*)

(*b*) *Whom* gods love die young. (*whom = the persons whom*)

(*c*) I will tell you *what* I have learnt. (*what = that which*)

RESTRICTIVE OR CONTINUATIVE SENSE:—

55. The words *who* and *which* can be used in different senses. For example:—

(*a*) The person, *who* lived in the house, was my uncle. The house, *which* my uncle occupied, has fallen down.

[Here the words *who* and *which* have been used in the *Restrictive Sense* for they *restrict* or *limit* the scope of the class denoted by the antecedents, *person* or *house*.]

(*b*) I saw my little daughter, *who* knew me at once. The little boy gave all his coppers to the poor beggar, *which* was a noble act on his part.

[Here the words *who* and *which* have been used in the *Continuative Sense*, and are respectively equal to *and she* and *and this*, because they are introduced *not to qualify* any word but *to continue* the sense.]

N. B.—The man, *who* stole the articles, was sent to jail. The chair, *which* was old and rotten, broke under the weight of that plump fellow.

[Here *who* = *because he* and *which* = *because it*. Accordingly the words indicate cause.]

(*c*) The head clerk calls his subordinate *who* may prepare a draft for him. [who = so that he]

[Here *who* clearly indicates *Purpose*.]

56. While giving the Clause Analysis the student should bear in mind that a clause commencing with Relative Pronouns *who* or *which* may be:—

(*a*) An Adjective Clause when used in the Restrictive Sense.

or

(*b*) A Coordinate Clause when used in the Continuative Sence.

or

(*c*) An Adverbial Clause when used in the Sense of Cause of Purpose.

[*N. B* Study once more the Examples in Art. 55.]

57. [5] **Interrogative Pronoun**—The words *who, which, what, whom* are Interrogative Pronouns when they introduce a question ; *e. g.*, *Who* is your brother ? *Which* is my book ? *What* is the news today ? *Whom* should we seek for help ?

58 [6] **Exclamatory Pronoun**—A Pronoun used as an Exclamation is an Exclamatory Pronoun ; as. *What* ! Is there danger still ?

59. [7 The **Impersonal Pronoun** is so called because it does not refer to any particular thing ; *e. g.*, *It* is six o'clock. *They* say that Truth conquers in the end.

Model Parsing of Pronouns

60. To parse a **Pronoun mention**— (*a*) kind (*b*) person (in case of personal pronouns only), (*c*) number, (*d*) gender. (*e*) case and antecedent (in case of Relative Pronouns only), and (*f*) relation.

Example—*Who* told *you* that the boy *who* copied in the examination yesterday has drowned *himself* in the river ?

1. *Who*—Interrogative Pronoun, singular number, third person, common gender, nominative case, subject to the verb *told*.

2. *You*—Personal Pronoun, singular number, second person, common gender, objective case, object to the verb *told*.

3. *Who*—Relative Pronoun, having for its antecedent *boy*, singular number, third person, masculine gender, nominative case, subject to the verb *copied*.

4. *Himself*—Reflexive Pronoun, third person, singular number, masculine gender, objective case, object to the verb *has drowned*.

Exercise.—Parse the Pronouns in the following:

Whom gods love die young. What ! you don't know the man. It is I who has done this. It rains cats and dogs. They helped one another. Hari and not he is to blame. I myself went to sell the flute. He is wiser than I. Ram likes

you more than me. He understands the problems as well as I. He hanged himself. Quite ye like men. One hardly understands what to do in such circumstances. They say that he is lost. None but he could ever have believed it. Many were killed and few escaped death. He has several friends; I have none. Each of them was finished. Neither of you has correctly answered the question. We should love each other. That is the book that I got from him. You reap what you sow. Who has done the thing? I say what I mean. Blessed are they who are humble. They never die who die for truth. This is the fact that I revealed to you. He that hesitates is lost. He is the same as I told you about. What is it that ails the boy? What cannot be cured must be endured. Listen to what I say. Tears such as angles weep burst forth. There was none but wept for him. There is no man but desires to be rich. Who laughs last laughs best. Whosoever has done it will be rewarded. What do you want? Whatever he has done is well done.

CHAPTER IV

THE VERB

61. Kinds:—Transitive, Intransitive and **Auxiliary.**

(1) **A Transitive verb** is one which has an *object*. It must have a *subject* or *doer* and an *object*, *i e.*, the *person* or *thing on which work is done*. For example, in "*Ram* ate a *mango*" *Ram* is the *subject* because he does the work of *eating*, and *mango* is the *object* because the work of *eating* is done on *mango*.

62. A Transitive verb may have one object, or it may have two objects, or it may be a Factitive verb (having an object and a complement). For example—

(*a*) He *reads* a book. (Single object)

(*b*) He *gave* me a book. (Two objects: *me* and *book*)

(*c*) He *made* him a judge, (Factitive, having *him* as its *object* and *judge* as its *complement*)

[*N. B.* **Study once more Arts 34 and 35.**]

63. (2) **An Intransitive verb** is one which has no *object*.

It has the *doer* only; e. g., The child *sleeps*. Here the verb *sleeps* has the subject *child*, but no object.

64 *N B.*—To know an *object* the student should put the interrogation 'what?' 'or whom'? *just after* the verb. For example, in the sentence —He gave me a book—we can obtain the objects by putting the questions: *gave what*? (Ans. '*book*'); also *gave whom*? (Ans '*me*'), Thus *book* and *me* are objects of the verb *gave*.

[*N. B.* Refer to Art. 34 for Direct and Indirect objects.]

65. The Interrogation *what*? after a verb may sometimes lead a student to mistake a *complement* for an *object*; as, He seems a *boy* The word *boy* seems to be an *object*, and the verb *seems* thus appears to be Transitive. Here it will be seen that the word *boy* signifies '*sameness*' with *he*; so it is really a *complement* and the verb *seems* is Intransitive.

66. So whenever a noun or pronoun (or an adjective) signifying '*Sameness*' with the *subject* follows a verb, the verb is *Intransitive* and the noun or pronoun is its *complement*.

67. **Subjective and Objective Complements**—The noun, pronoun or an adjective which signifies *sameness* with the *subject* of a verb is called its *Subjective Complement*, while that which signifies *sameness* with the *object* of a verb is called its *Objective Complement*.

(1) She looks *foolish*. (Subjective Complement)

(2) She is a *girl*. (Subjective Complement)

(3) Her brother thought her *foolish*. (Objective Complement)

(4) I will make you a *ruler*. (Objective Complement)

[Vide distinction between object and complement in Art. 35 with the note]

68. (3) **An Auxiliary verb** is one which *precedes* the *principal* verb in order to signify a change in its *tense* or *force* etc.

He *is* going. (Present Indefinite)

He *will* go. (Future Indefinite)

He *had* gone. (Past Perfect)

He *did* go. (Force or Emphasis)

69. List of auxiliary verbs—am, is, are, was, were, be, have, has, had, shall, will, should, would ; *also* do *and* did in certain cases.

70. Sometimes the verbs *am, is, are, was, were,* and *be* are used singly. In such cases they are *Principal* verbs and are *always* Intransitive ; e. g.,

I *am* a student.

He *was* a child.

Similarly the verbs *have, has* and *had* are also used singly. In such cases they are *Transitive verbs* ; e. g.,

He *has* a pen.

I *have* six children.

They *had* many friends.

EXERCISE. Point out whether the verbs below are Transitive, Intransitive or Auxiliary. State also the objects and complements of the verbs with their kinds:—

She seems mad. The young man caused him an injury. Please give me a piece of paper. A fort is building. Fire burns. He made him Viceroy. Boys, love your parents. Please do help me. They are children. Japan has occupied China. They shall get a holiday. The boy was beaten black and blue by the young bully. Bleased are the meek, for theirs is the Kingdom of Heaven. It rains. The duke yet lives that Henry shall depose. Cursed be the man who cries 'nay' and dismisses a suppliant. He said, "Be happy." It becomes a noble soul to return good for evil. He proved himself worthy of the reward.

MOODS

71. There are four moods—**Indicative, Imperative, Subjunctive** and **Infinitive.**

In the **Indicative mood,** the verb simply *indicates* or *states* some action ; e. g., Hamid is a postman ; James I became the king of England and Scotland.

72. The Imperative mood implies (i) **command,** (ii) threat, (iii) precept or (iv) entreaty. **For example—**

Bring that book, (Command)

Yield or *die.* (Threat)

Obey your parents. (Precept)

Please *help* me. (Entreaty)

73. The Imperative mood is **only used in the** Present tense and the Second Person:—

Go there. Run to him. But to express a First or Third in the Imperative, we introduce a verb '*let*'; e. g., Let me go. Let him speak.

74. The Subjunctive mood expresses a *condition* or *doubt*, also *purpose*, *prayer* or *wish*:—

If you *help* me, I shall pass. (condition)

Give me money that I *may go* on a journey. (purpose)

Long *live* our nation. (wish)

May you *be* happy. (prayer)

75. The Infinitive mood names the *action* without naming the *doer*; it has no number and no person, In the Infinitive the verb is always used in the *Present tense* (*plural form*) and is generally preceded by the sign '*to*'; e. g., to see, to go, etc.

76. Sometimes, however, *to* is omitted. It is omitted after the following verbs:—*please, need, dare, make, let, bid, watch, behold, shall, will, should, would, can, could, must, may, might, do,* and *did*; also after the adjective *better*; e. g., Better *be* with the dead.

Exercise.—Frame short sentences using the above verbs so as to indicate the omission of '*to*' after them. Proceed thus; Please to this—Please (to) do this.

Exercise—Point out the moods in the following:-

Walk with care. May God bless you. If you sincerely repent, I will forgive you. To err is humman; to forgive, divine. God be with you. Please stand there. If wishes were horses, beggars would ride. Spare the rod, spoil the child. Be up and doing. Judge not that you be not judged. He always tells a lie. You need not worry about the past. We eat that we may live. We went to study. Have mercy upon us, Lord! Trust in God and keep your powder dry.

77. There are two main kinds of verbs from the conjugation point of view: **Regular** and **Irregular.** Irregular verbs form their past tense by changing the *inside-vowel* of the present tense; e. g., arise, arose, arisen. Regular verbs form their past tense by adding *d, ed* or *t* to the present tense; e. g.,

Love, loved, loved. Irregular verbs never take *d, ed* or *t* in the past tense.

[*N. B.* Regular and Irregular verbs are also known as *Weak* and *Strong* Verbs respectively.]

SOME TYPICAL IRREGULAR VERBS

Present Tense	*Past Tense*	*Past Participle*	*Present Tense*	*Past Tense*	*Past Participle*
Arise	arose	arisen	Hide	hid	hidden
Bear	bore	born / borne	Lie	lay	lain
Beget	begot	begotten	Ride	rode	ridden
Blow	blew	blown	Shake	shook	shaken
Choose	chose	chosen	Sink	sank	sunk
Draw	drew	drawn	Smite	smote	smitten
Drive	drove	driven	Strike	struck	strucken
Eat	ate	eaten	Strive	strove	striven
Fall	fell	fallen	Swear	swore	sworn
Fly	flew	flown	Tear	tore	torn
Forget	forgot	forgotten	Throw	threw	thrown
Forsake	forsook	forsaken	Tread	trod	trod / trodden
Freeze	froze	frozen	Wear	wore	worn
Get	got	got / gotten	Weave	wove	woven
Grow	grew	grown	Win	won	won
			Wind	wound	wound

EXERSCISE. Give the conjugation of the following verbs :—

Begin, bid, bite, chide, cling, fling, grind, hold, ring, shine, sling, slink, spin, steal, stick, sting, swim, swing, wring.

78. SOME TYPICAL REGULAR VERBS

Beseech	besought	besought
Buy	bought	bought
Catch	caught	caught
Dare	dared	dared

Deal	dealt	dealt
Dream	dreamt	dreamt
Dwell	dwelt	dwelt
Feel	felt	felt
Kneel	knelt	knelt
Laugh	laughed	laughed
Love	loved	loved
Mean	meant	meant
Owe	owed	owed
Practise	practised	practised
Sell	sold	sold
Spill	spilt	spilt
Spoil	spoilt	spoilt
Tender	tendered	tendered
Think	thought	thought
Work	worked	worked

79. Some Verbs having the three forms alike :—

Bet	bet	bet	Set	set	set
Burst	burst	burst	Shed	shed	shed
Cost	cost	cost	Shut	shut	shut
Cut	cut	cut	Slit	slit	slit
Hit	hit	hit	Split	split	split
Hurt	hurt	hurt	Spread	spread	spread
Put	put	put	Thrust	thrust	thrust

Exercise. Give the conjugation of the following verbs :—

Sleep, weep, burn, smell, spell, bring, seek, cast, let, rid, spit, sweat, quit gild, wed, lend, knit, build, gird, spend, bleed, speed, shoot, lead, lend, want, breed and light.

USES OF THE TENSES

Active Voice

80. Tenses :—Present tense, Past tense, Future tense. For example—

The child *plays*. (Present tense)
The child *played*. (Past tense)
The child *will play*. (Future tense)

Each of the above tenses has four sub-divisions, i. e. Indefinite, Imperfect, Perfect and Perfect Continuous.

81. 1. The Present Indefinite Tense is used—

(*a*) To express a *present action*; as,
I *walk*.
The girl *sings*.

(*b*) To express a *general truth*; as,
The earth *revolves* round the sun.
People *make* mistakes.

(*c*) To express a *past event* sometimes (also called Historic Present); as
Ram now *rushes* at Ravan and *finishes* him.
[Here *rushes* = rushed, and *finishes* = finished]

(*d*) As an idiomatic *substitute for the Future Tense*; as,
We *leave* for Delhi tomorrow. [leave = shall leave]
The train *starts* at ten. [starts = will start]

(*e*) To express a *habitual action*; as,
Birds fly. [fly = are in the habit of flying]

(*f*) To *quote authors* dead or alive; as,
Shakespeare *says*, "Sweet are the uses of adversity."

2. The Past Indefinite Tense is used—

(*a*) To express a *past action*; as,
I *walked*.
The girl *sang*.

(*b*) To denote a *habitual action in the past*; as,
Gladstone *worked* hard to achieve success in life.
[worked = used to work]

(*c*) To denote an action *going on in the past*; as,
The children *laughed* as they *played*.
[laughed = were laughing; played = were playing]

3. The Future Indefinite Tense is used to express an action that has still to take place; as,
He *will go* to Calcutta tomorrow.

82. 4. The Present Imperfect (or Continuous) Tense expresses an action *going on* at present; as,
Birds *are flying*.

5. The Past Imperfect (or Continuous) Tense expresses an action *going on* in the past; as,
Birds *were flying*.

6. The Future Imperfect (or Continuous) Tense represents an action *going on* at some time in the future; as,

I *shall be having* my meal when you come to me.

82.A. 7. The Present Perfect Tense is used—

(*a*) To denote an action *just completed*; as,
He *has finished* his work.

(*b*) To denote a *past action not yet completed*; as,
He *has worked* five hours, [has worked *signifies* is still working]

8. The Past Perfect Tense represents *the completion of an action before the beginning* of *another pas action*; as,
He *had left* the house when I went there.
Before we reached the station, the train *had steamed off*.

9. The Future Perfect Tense represents an action to be completed at some time in the future; as,
He *will have left* the house by this evening.

83. 10. The Present Perfect Continuous Tense represents an action as *beginning in the past, but still continuing*; as, I *have been living* here for ten years; She *has been* ill since ten o'clock.

[*N. B.*—'For' precedes a *period* of time: 'Since,' a *point* of time.]

11. The Past Perfect Continuous Tense represents an action which began in the past and was still continuing at some point in the past; as,

He *had been living* there for ten years.

12. The Future Perfect Continuous Tense represents an action as beginning *some time before* and continuing till some point in the future time; as.

I *shall have been reading* for two hours by six in the morning.

[*N. B.* The Future Perfect Continuous Tense is not commonly used.]

84. Conjugation of the verb 'to fly' in all the twelve forms of tenses in the Active voice with their Hindustani meanings.

I. Present Indefinite: Birds fly.

चिड़ियाँ उड़ती हैं (या उड़ा करती हैं)।

چڑیاں اُڑتی ھیں (یا اُڑا کرتي ھیں)—

Past Indefinte : Birds flew.

चिड़ियाँ उड़ीं (या उड़ा करती थीं)।

چڑیاں اُڑیں (یا اُڑا کرتی تھیں)—

Future Indefinite : Birds will fly.

चिड़ियाँ उड़ेंगी (या उड़ा करेंगी)।

چڑیاں اُڑینگی (یا اُڑا کرینگی)—

II. Present Imperfect : Birds are flying.

चिड़ियाँ उड़ती हैं (या उड़ रही हैं)।

چڑیاں اُڑتی ھیں (یا اُڑ رھی ھیں)—

Past Imperfect : Birds were flying.

चिड़ियाँ उड़ती थीं (या उड़ रही थीं)।

چڑیاں اُڑتی تھیں (یا اُڑ رھی تھیں)—

Future Imperfect : Birds will be flying.

चिड़ियाँ उड़ती होंगी (या उड़ रही होंगी)।

چڑیاں اُڑتی ھونگی (یا اُڑ رھی ھونگی)—

III. Present Perfect : Birds have flown.

चिड़ियाँ उड़ी हैं (या उड़ चुकी हैं)।

چڑیاں اُڑی ھیں (یا اُڑ چکی ھیں)—

Past Perfect : Birds had flown.

चिड़ियाँ उड़ी थीं (या उड़ चुकी थीं)।

چڑیاں اُڑی تھیں (یا اُڑ چکی تھیں)—

Future Perfect : Birds will have flown.

चिड़ियाँ उड़ी होंगी (या उड़ चुकी होंगी)।

چڑیاں اُڑی ھونگی (یا اُڑ چکی ھونگی)—

IV. Present Perfect Continuous : Birds have been flying *for* two hours (or *since* six o'clock).

चिड़ियाँ दो घंटे (या छः बजे) से उड़ रही हैं।

چڑیاں دو گھنٹے (یا چھہ بجے) سے اڑ رھی ھیں—

Past Perfect Continuous : Birds had been flying *for* two hours (or *since* six o'clock) yesterday.

चिड़ियाँ कल दो घंटे (या छः बजे) से उड़ रही थीं।

چڑیاں کل دو گھنٹے (یا چھہ بجے) سے اُڑ رھی تھیں—

Future Perfect Continuous : Birds will have been flying *for* two hours (or *since* six o'clock) tomorrow morning.

चिड़ियाँ कल सुबह दो घंटे (या छः बजे) से उड़ रही होंगी।

چڑیاں کل صبح دو گھنٹے (یا چھ بجے) سے اڑ رہی ہونگی —

85. The Passive Voice in the Imperative Mood is formed by the use of the verb *to let* ; as,

	Active	*Passive*
(1)	*Drop* it.	*Let* it *be dropped*
(2)	*Give* it to him.	*Let* it *be given* to him
(3)	*Write* the exercise.	*Let* the exercise *be written*.

86. The Passive Voice in Infinitive Mood is formed by *inserting the word 'be'* between *to* and the **Past Participle** of the principal verb ; as.

	Active	*Passive*
(1)	*To drop*	*to be dropped*
(2)	*To give*	*to be given*
(3)	*To write*	*to be written*

87. Similarly when the verbs—*can, could, may, might, shall, will, should, would, ought, must, need*—precede another verb, the Passive Voice is fromed by *inserting 'be' between the first and the second verbs ; as,*

Active	*Passive*
Can see	can be seen
Could see	could be seen
May see	may be seen
Might see	might be seen
Shall see	shall be seen
Will see	will be seen
Should see	should be seen
Would see	would be seen
Ought to see	ought to be seen
Must see	must be seen
Need see	need be seen

N. B. The Past Participle of the Principal verb is always used in the Passive Voice.

EXERCISE. Point out whether the verbs in the following are in the Active or in the Passive Voice :—

God helps those who help themselves. Ibrahim Lodi was defeated by Babar. This house is building. The letter has

been posted today. It is written in history that Asoka was a great ruler. Clothes are being sewn. Have you finished your work ? God save our Motherland. The ship sank under water. Cromwell was never beaten in war. He is tilling the soil. The fort was blown up with a dynamatic.

88. Note all the forms of the Passive Voice of the sentence, 'I help you.'

Indicative Mood :—

(1) You *are helped* by me. (Present Indefinite)
(2) You *were helped* by me. (Past Indefinite)
(3) You *will be helped* by me. (Future Indefinite)
(4) You *are being helped* by me. (Present Imperfect)
(5) You *were being helped* by me. (Past Imperfect)
(6) You *have been helped* by me. (Present Perfect)
(7) You *had been helped* by me. (Past Perfect)
(8) You *will have been helped* by me. (Future Perfect)

EXERCISE. Transform the following sentence into the Passive Voice as indicated above :—

Good boys learn their lessons. We eat bread. She sews her clothes. We tell stories. Lions eat flesh. He writes an exercise.

EXERSICE. Rewrite the following sentences using the Passive Voice of the verbs:—

She bore a son. He drinks wine. I have written an exercise. Mohan had stolen a book from my table. He receives a salary of twenty rupees. Good men worship God. They killed a lion. We fought a battle. Hamid begot a daughter. They broke the dam across the river. I will drive you out. They will forgive their enemies. We should forsake our captives. He is forgetting me now. They are giving the poor alms. You are growing corn. The girls were riding horses. They were picking stones on the bank of the river. He has seen a beautiful sight. They have shaken off their lethargy. The Germans have sunk many English vessels. The criminal had slain several men, women and children. I would have smitten you in anger. The mill-hands shall have struck work in case they do not get their wages in time. If I had not been careful, he would have taken away my watch. The wolf tore the lamb to pieces. They have given up their evil habits. Awake me early. Finish what you undertake. Fight and kill your indolence. "Fling him down," said Krishna to Bhima. Ring the bell. Win the match or never play it.

They must climb the hill to reach the stream. You should do your duty. The judge hang the robber. The carpenter shaped his model into the form of a centaur. I would show you the trick if you pay me the necessary fee. The saints have washed their hands clean of all sins.

EXERCISE. Rewrite the following using the active of of the verbs:—

A well is dug by the miners. It is found that a battle has been fought here. The corn is ground by her. A bell was rung by the peon. The songs were sung by the girls. They were stung by the bee. A battle will be own. The sick people will be taken to hospital. The lamb is being torn to pieces by the wolf. They were being smitten with sticks. A lecture has been delivered by the speaker. A beautiful sight had been seen on the mountains. Their faith must have been shaken by this accident. Regal robes were worn by the prince on the ceremonial occasion. You should have been beaten for this mischief. The work is being done well. The crops has been laid waste by the dearth of rain. The fields were sown with rice. Iron is melted being poured into moulds. After the battle the field was strewn with corpses. Our sins are washed away by means of a virtuous life A fire is being lighted in the camp. A slight earthquake shock has been felt in India. Children are spoilt by over-indulgence. His death was brought about by his fall from a horse. He was caught in a snare. Mangoes has been sold at four a rupee. The boys are being taught numerical signs by the teacher. Let a story be told me. Let this sum be worked out within ten minutes. The Judge said, "Let him be cast in the prison." He may be hit hard by his bankruptcy. Steel could not be cut by copper. You can be shut in a little shell. Let a fort be built on the frontier. Innocent animals should not be bled to death. Sheep are reared in Australia.

89. Use of shall and will.

(*a*) *Will* with the First Person is used to denote:—

(*i*) Willingness; as,

I *will help* you.

We *will give* you monkey.

(*ii*) Promise; as,

I *will never deceive* you in future.

We *will come* in time.

(*iii*) Threat; as,

I *will beat* you.

(*iv*) Resolution *as,*

I *will do* it or die.

(*b*) *Will* with the Second or Third Persons expresses *simply futurity*; as,

He *will* be here before long.
You *will* do well to pass this test

(*c*) *Will* as a Principal Verb means:—

(*i*) Desire; as,
Whatever God *wills* is sure to happen.

(*ii*) Leaving property by a written document or 'will'; as,
Ram *willed* that his property should go to his daughters.

B. N. *Will* is *not used* with the First Person in an Interrogative sentence. It is, however, used with the Second and Third Persons; as,

Will you go to my house?

Will he accompany me?

II. (*a*) *Shall* is used with the First Person to express simple futurity; as,

I *shall* go to Bombay tomorrow.
We *shall* be busy today,

(*b*) *Shall* used with the Second and Third Persons to express:—

(*i*) A Command; as,
You *shall* do it.
Thou *salt* not kill.

(*ii*) A promise ; as,
You *shall* get leave today.
The child *shall* have a toy.

(*iii*) A threat ; as,

You *shall* die for it.
He *shall* be turned out of the college.

(*iv*) A resolution ; as,

You *shall* go to jail. [shall go=shall have to go]

((*iv*) He *shall* leave this place. [shall leave=shall have to leave]

III. *Omission of 'Shall' and 'Will.'*

Idiomatic usage requires such omissions ; *e. g.*,

(*i*) He will reward me if I *work* (=shall work) hard.
(*ii*) If you *run* (=will run), you will catch the train.
(*iii*) We *leave* (=shall leave) for Delhi tomorrow.
(*iv*) The train *starts*(=will start) at ten.

EXERCISE. Insert *shall* or *will*, whichever is most appropriate :—

1. I——die of starvation if nobody renders me help.
2. For this you—— bitterly suffer.
3. We——go to hell if we tell a lie.
4. —we not come back by this evening ?
5. I——avenge the death of my friend.
6. ——he have a prize ?
7. —it not be a mistake to run way ?
8. I——let him go if he promises to mend his ways.
9. You——have one of the two, death or transportation for life.
10. This——serve well for the day.
11. He angrily said, "I ——not be befooled like this."
12. I——be drowned if no one saves me.
13. I am sure that they——come back.
14. You——beg his pardon for that.
15. If Lord——we——succeed in life.

90. Should, Would and Must.

(*a*) 'Should' is used—

(*i*) To denote duty ; as,

We *should* keep our word.
Men *should* love each other.

(*ii*) As an auxiliary verb in the subjunctive mood to express a *supposition that may or may not be true ; as.*

If it *should* happen, I will not see him.
Should he be wise, he would not do it.

(*b*) 'Must' is used—

(*i*) To express *obligation* or *compulsion* ; as,
He *must* obey my orders.
We *must* fight for liberty, or become slaves.

(*ii*) To express *fixed determination* ; as,
I *must* finish it before evening.

(iii) To express *duty* ; as
We *must* practise virtue.

(iv) To express *certainty* ; as,
Some one *must* have been the cause of this mischief.
We *must* all die one day.

(c) 'Would' is used—

(i) To express *determination* ; as,
He *would* not let me go.
I *would* have my way.

(ii) To express *habitual action* ; as,
He *would* sit all day in deep meditation.

(iii) To express *willingness* ; as,
Keep him ; *would* be faithful to you.
I *would* do my best to satisfy you.

91. Do (or Did) is used—

(a) As a principal verb in the sense of *perform* ; as,
I *do* my duty.
He *did* his work.

(b) As an auxiliary verb—

(i) To introduce a *question* ; as,
Do (or Did) you require my help ?

(ii) In the construction of a *negative sentence* ; as,
Boys *do* not (*did* not) sit idle.

(iii) To express *emphasis* ; as,
Please *do* help me. (do = certainly)
I *did* learn my lesson. (did = without doubt)

92. May and Can.

(a) 'May' is used to imply—

(i) *Possibility ; as,*
He *may* succeed in the test.

(ii) *Permission* ; as,
May I do it ?
You *may* go.

(iii) A *wish* or blessing ; as,
May you be happy !
May fortune favour him !

(iv) *Purpose* ; as,
He reads that he *may* pass.

(*a*) 'Can' is used to express—

(*i*) *Power or abitity* ; as,
I *can* swim across the Ganges.
He *can* speak for hours.

(*ii*) *Permission* ; as,
You *can* leave the class.

93. Ought. It is used in the sense of *duty* ; as,

Every person *ought* to obey his elders.
Boys *ought* to prepare their lessons well.
They *ought* to have kept their promise.
'Ought' is also used to denote *strong probability* ; as,
He *ought* to pass the examination.

94. Dare. It is used in two senses :—

(*i*) Dare = *to have courage*. Here a negative sentence contains an infinitive *without* '*to*' as an object of *dare* ; as,
He *dare not disobey* his master. (disobey = *to* disobey)
He *dare not move* from the spot. (move = *to* move)

(*ii*) Dare = *challenge*. In this case it is used in *the affirmative sense* ; as,

Ram *dared* him to fight, (=challenged)
I *dare* you to face me. (=challenge)

N B. The word '*dares*' is only used in an *affirmative sentence* having a singular subject ; negative sentences are always followed by the verb '*dare*' and *not* '*dares*' ; as,

He *dares to* approach the graveyard. (Affirmative)
He (*or* They) *dare not* approach the graveyard. (Negative)

N B 'I dare say' signifies *with much probability*.

(*b*) **Need.** This verb is used in the sense 'to require.' It is generally used in the present tense plural form : as,
He *need* not get my help.
The rich *need* not earn money.

EXCEPTION. She *must needs* do this work. In this peculiar use *needs* = *of necessity*.

EXERCISE. Insert *should, must, would, do, need, may, can, dare or ought*, whichever is most appropriate :—

(1) We—abide by the laws of nature. (2) If I———die, you———look after my children. (3) I told him that he——— leave the place as soon as possible. (4) You———do as your father tells you. (5) We———make all possible sacrifices fo

our country. (6) I———rather die than desert my friend. (7) He———sit all day doing nothing. (8) We———take physical exercise. (9) You———reach office in time. (10) If I were you, I——not have done so. (11) I realise your difficulty. (12) ——you want to molest me ? (13) I——not suffer you to stand in his way. (14) Please——go there. (15) He works hard that he——get a lift. (16) "——you live long !" said the hermit. (17) Go to him ; he——help you. (18)--I come in ? (19) You——not force him to obey you. (20) The rich——to be kind to the poor. (21) Students——to pay particular attention to their health. (22) Subordinates———not oppose their officer. (23) You——not come here any more. (24) I——say, "You——win his heart." (25) We——hurry home.

CHAPTER V

The Sequence of Tenses

The sequence of tenses is the principle according to which tense of the finite verb in a subordinate clause *follows* the tense of the finite verb in the principal clause. (Sequence = following). This principle is mainly connected with Noun Clauses.

95. (A) The Past Tense in the principal clause is followed by a Past Tense in the subordinate clause; as,

I *saw* that the sun *was* setting.
He *knew* that his father was dead.
I *did* not *think* he *would* pass the examination.
He *wondered* how it *had* come to pass.
He *promised* to reward me if I *could* help him.
He *felt* he *had been* erring all his life.
He *feared* lest he *should* fall.
Mohan finally *realized* why his brother *had been* deceiving him.

Exceptions.

(i) When expressing a universal truth:—
He *proved* that parrallel straight lines *meet* at infinity.
Sir J. C. Bose *discovered* that all plants *have* life.

(ii) When the subordinate clause is introduced by 'than,' the sense determines the tense:—
He *loved* you more *than* he *loves* me.

He *prized* his country's freedom more *than* he *prizes* his own.

(B) If the Principal clause contains the Present or Future Tense, the tense of the verb in the subordinate clause is determined by the sense; as,

He *imagines* that life *is* a bed of roses.
He *supposes* that Clive *was* not a hero.
He *feels* that he *will* be cured.

or

He *will imagine* that life *is* a bed of roses.
He *will suppose* that Clive was not hero.
He *will feel* that he *will* not be cured.

EXCEPTIONS. If the subordinate clause denotes purpose, the verb in it must be Present, although the verb in the Principal clause may be Present or Future; as,

I *pray* that I *may* be saved.
I *shall pray* that I *may* be saved.

EXERCISE. Insert suitable tense of verbs in the following:—

Newton discovered that the earth——all bodies. (attract). He worked hard that he——succeed. (may). He said that the sun——a big ball of fire. (be) I eat that I——live. (may) Our ancestors believed that the earth——not revolve round the sun. (do) I did not know it untill you——.(speak) He would succeed if he——hard. (try) He acted as if he——mad. (be) He helped him more than he——his son. (help) He assured me that the train——arrived. (have) He ran away because he——afraid. (be) He inquired of me if I——the latler. (chose)

CHAPTER VI

THE DOUBLE PARTS OF SPEECH

96. (*a*) **Infinitives.**

The sign of an Infinitive is *to* before a verb; e. g. *to* worship, *to* pray, *to* love.

97. *To* is however omitted after the following:—

(1) Verb:—bid, behold, dare, feel, hear, let, make, need, please, see, watch, etc.

(2) Other verbs:—Can, could, must, may, might, etc.

(3) *To* is also dropped in such cases as:—

He had sooner run than *walk* (to walk)

I would rather *die* (to die) than *kill* (to kill) my friend.

98. Infinitives are of two kinds: **Simple (or Noun Infinitives) and Gerundial.**

A Simple Infinitive can very easily be discovered by considering its Hindustani meaning which has ना نا at its end; e. g.,

I like to read. (to read पढ़ना پڑھنا)

To walk is healthy. (to walk घूमना گھومنا)

89. A Simple Infinitive can be used as—

(*a*) Subject to verb:—

To live well is the law of life.

(*b*) Object to a verb:—

I hope *to succeed* in the end.

(*c*) Complement to a verb:—

He seems *to be* mad.

(*d*) Object to preposition:—

I wish nothing but (*to*) *succeed.*

I am about *to start* on my travels.

(*e*) Case (Nominative) in Apposition to the pronoun *It*:—

It is foolish *to act* thus.

100. **The Gerundial Infinitive** denotes—

Purpose, cause or result. Its Hindustani form has generally के लिये کے لئے or करके کر کے at its end; as,

(1) I go *to walk* in the fields. گھومنے کے لئے घूमने के लिये (signifies *purpose*).

(2) He was puzzled *to think* that he could not escape misfortune. ख्याल करके خیال کر کے (signifies *cause*).

(3) He wept bitterly *to lose* his eyes at last. (to lose = with the result of losing; signifies *result*).

101. The Gerundial Infinitive is used—

(*a*) As qualifying noun:—

I have a *house to live in.*

(*b*) As modifying an adjective:—

She is *slow to work.*

(*c*) As modifying a verb:—

We *come* to school *to read.*
He *laughed to be beaten.*

(*d*) As introducing a parenthesis :—
He is—*to be* plain—a crafty fellow.
I am—*to tell* you the truth—easily deceived by others.

102. Model Parsing of Infinitives.

(1) I desire *to read* a novel.

To read: Transitive Verb, having for its object, 'novel': Simple Infinitive, object to the verb *desire.*

(2) *To err* is human.
To err: Simple Infinitive, subject to the verb *is.*
(3) He worked hard *to die* in the end.

To die: Gerundial Infinitive showing result, modifying the verb *worked.*

(4) He came to me *to read* history.

To read: Transitive Verb, having for its object *history*: Gerundial Infinitive, modifying the verb *came.*

EXERCISE. Pick out and parse the Infinitives in the following :—

Please come to me. You need not learn it by heart. To err is human; to forgive, divine. Rama is about to start. He is, to tell you the truth, a frank gentleman. He strove hard only to meet his end. That girl is slow to work. They wept to see their king executed. I saw him write a letter. Let him do it. Better dwell in the midst of alarm than reign in this horrible place. You hand better not stay here. It is right to act wisely in the beginning. I do not know how to do it. I hope to gain the desired end. The judge ordered the thief to be hanged. The situation was to be considered well. Boys come to school to read. Babu built a pleasure-garden to enjoy its beauty. We have hands to work and shield ourselves and the wearker ones from wrong. He dared not utter a word. Never speak to befool others. A letter is to be sent to him. I am better able to walk than run. She did nothing but weep.

PARTICIPLES

103. Participles are of three kinds: **Present Participle, Past Participle** and **Perfect Participle.**

Persent Participle = Verb + ing : *e. g.*, Go*ing*, lov*ing*, drink*ing*, etc.

A Past Participle is the third form in the conjugation of a verb ; as,

Go, went, *gone* (*gone* is Past Participle.)
Love, loved, *loved* (*loved* is „ „)
Drink, drank, *drunk* (*drunk* is „ „)

A Perfect Participle is the third form in the conjugation of a verb *preceded* by *having or having been;* as *Having done* his work, he went away. *Having been disgraced,* he committed suicide.

104. We can easily pick out a participle by considering its Hindustani meaning which is always followed by हुए ہوئے or करके کرکے ; e.g.,

(1) I saw him *running* away. दौड़ते हुए دوڑتے ہوئے
(2) *Going* there you will see a beautiful sight.
जाकर के جاکر کے

(3) The *defeated* soldier died of shame. हारा हुआ ہارا ہوا

105. A Participle qualifies a noun or pronoun. It always qualifies the *Doer* of the action suggested by the Participle. Thus in example (1) above, *running* qualifies *him*; in (2) *going* qualifies *you* ; and similarly in (3), *defeated* qualifies *soldier*.

Model Parsing of Participles

106. Several persons stood *tearing* their hair at the sight of their *murdered* friend.

Tearing: Transitive verb having for its object *hair* ; Present Participle, qualifying the noun *persons*.

Murdered : Past Participle, qualifying the noun *friend*.

Gerund and Verbal Noun

107. A Gerund like a Present Participle has *ing* for its suffix. It *is noun*+verb combined, while a Present Participle = *adjective*+verb. It has four forms:—

Active	*Passive*
Writing	Being written
Having written	Having been written.

108. We can easily distinguish a Gerund from a Present Participle by considering its Hindustani meaning which has always न نا at its end ; e. g.,

Writing=لکھنا लिखना

Jumping=کودنا कूदना

109. Since a Gerund is derived from a verb while, parsing it we should give its *kind* and *voice*. Since it is also a noun, it can be parsed in the following four ways :—

(1) *Laughing* is healthy. (subject to a verb)
(2) He loves *laughing*. (object to a verb)
(3) In *laughing* he is unsurpassed. (object to a prepositon)
(4) His nature seems *laughing*. (complement to a verb)

110. A Verbal noun is similar to a Gerund in form. The only difference is this :—

(*a*) A gerund can have an object after it ; a verbal noun cannot. A verbal noun is an ordinary abstract noun. For example—

He likes *reading* novels. (Gerund)
Scholars likes *reading*. (Verbal noun)

(*b*) A verbal noun is generally preceded by the article *the* and followed by *of* while the gerund has no such article before it and no *of* after it. It becomes a noun practically and 'verbal' merely denotes that it has derived from a verb.

For example—

(1) In *writing* a letter he made many mistakes. (Gerund)
(2) In the *writing* of a letter he made many mistakes. (Verbal noun)

N·B. The following are also verbal noun, although they are not preceded by *the* or followed by *of* —

(1) She loves *dancing*.
(2) *Drinking* is bad.
(3) *Swimming* is healthy.
(4) *Seeing* is *believing*.

Model Parsing

111. Take the examples in Sec. 110 (b) above :—

(1). Writing:—Transitive Verb, having for its object *letter*, Active, Gerund, object to the preposition *in*.

(2) Writing :—Intansitive Verb, Active ; Verbal noun, object to the preposition *in*.

EXERSICE. Pick out and parse the Participles, Gerunds and Verbal nouns in the following :—

Forgiving has greater force than retaliating. She is a woman of forgiving nature. Speaking ill of others is the nature of discontented souls. Dead men never tell tales. Her health is very much run-down. Around the deceased person stood his relations and friends beating their breasts, tearing their hair and sheeding torrents of tears. Being tired of work, I sat down resting my body against a wall. I have obtained this thing in an almost finished state. He is a talented lecturer. Turning to the right, at the crossing you will see me standing still. The passing of a hero is very heart rending. There was dead silence and the falling of a needle could be heard plainly. Laughing is healthy. I will see you during the coming season. By coming to the function he will be gracing it with his wonted good sense. The writing of a line in my favour is sufficient to make me ever grateful. I love playing more than sitting idle. Having despatched his business, he retired for taking rest. This misfortune set him athinking. Thinking that thinking people have acted thus, he adopted the established practice.

EXERCISE *Difficult cases for the parsing of verbs:—*

The house is building. He went ahunting. He lived a life of ease. I can deal deadly blows. Woe worth the day. He made him a ruler. He has drawn himself nearer the poor. May he live long! I will act upon your advice. The forest is over grown with bush. The speaker was laughed at by the audience. He caused him much harm. Don't take me for a Solomon. Let him go. Fear not evil fate, but fear to fall into evil. Should you believe in truth, it will come of itself. May you be happy! I wish I had never been born. Be that you succeed. I wish that it be done. You ought to love your Creator. A guilty conscience dare not stand cross-examination. You need not believe in it. Day dawning, I went out. This book is worth its value. Beware of dangers that lie ahead. Methinks he is right. Mangoes sell at four a rupee.

CHAPTER VII

THE ADVERB

112. **An Adverb** modifies all parts of speech exceapt noun or pronoun; *e. g.*,

(1) This is *very* good. (modifies an adjective)
(2) He fought *bravely* (modifies a verb)
(3) He fought *very* bravely. (modifies another adverb)
(4) He lived *exactly* under my roof. (modifies a preposition)

(5) He failed *simply* because he did not study properly. (modifies a conjunction)

113. Kinds of Adverbs:—There are three kinds of adverbs: **Simple, Interrogative** and **Relative.**

The following is a list of Simple Adverbs denoting:—

(1) Time:—after, ago, already, before, early, late, now, never, since, soon, then, today, tomorrow etc.

(2) Place;—about, above, below, far, here, hence, in, inside, near, out, there, thence, within, without etc.

(3) Nunmber:—always, again, never, often, once, twice, firstly, secondly etc.

(4) Manner:—badly, doubtfully, ill, so, thus, well, etc.
(5) Affirmation or Negation:—yes, no, not, nay, certainly, etc.

114. Interrogative Adverbs:—*when, where, whence, how, why*, etc. are Interrogative Adverbs when they begin a question; as,

How are you?
When will he pass?

115. Relative Adverbs—When they (the above words) join two sentences, they became *Relative Adverbs*; as,

I know *where* your brother has gone.
Please tell me *when* you will come.

116 Some adverbs like adjectives have degrees of comparison.

Possitiv	*Comparative*	*Supevlative*
Euly	earlier	earliest
Far	farther	farthest
Near	nearer	nearest; next
Late	later; latter	latest: last
Little	less	least
Much	more	most
Soon	sooner	soonest
Well	better	best

117. Sometimes an adverb seems to modify a noun or

pronoun. In fact it modifies some other part of the speech and *not* the noun and pronoun.

For example—

(1) It is *surely* his. (*surely* modifies the Possessive *his* which is really equal to an adjective)

(2) *Sincerely* yours—(*sincerely* modifies the Possessive *yours* which is equivalent to an adjective)

(3) An *up* train = An *up* going train.

(4) The *late* headmaster = The headmaster *lately* working.

Thus *up* in (3) really modifies the participle *going*.

Similarly *late* in (4) modifies participle *working*.

EXERCISE. Pick out and parse the adverb in the following :—

The kite flew exactly over my head. I live almost in a reign of terror. This fashion is quite to my taste. This is certainly how he wished it to have been done. Shortly after his arrival I went to the Ganges. He has served long under me. He met his success partly through the help of his patron. Gandhiji has been our leader ever since he returned from Africa. The scheme is wholly within his sphere of influence. I will see you only when you promise to accompany me. I am, yours obediently.........Ram Das was the teacher of the then King of Maharashtra. He will be going to Calcutta by the down train. The bullet killed him instantly. He is almost the best boy in the class. The more the better. He worked the harder to win the prize. Where does he work? How often have you tried the scheme? What a clever follow you are! How kind of you to help me! Where women are honoured, gods reside.

CHAPTER VIII

THE PREPOSITION

118. A **Preposition** is a word which is placed before a noun or pronoun to show in what relation it stands with reference to some other noun or pronoun *e g.,*

He lives *in* the town. The book is *on* the table.

119. List of prepositions :—

(1) **Simple Prepositions** :—after, at, by, for, from, in, of, over, till, up, under, with, etc.

(2) **Double Prepositions** :—from within, from under, from inside, etc.

(3) **Compound Prepositions** :—*a*bout, *a*bove, *a*cross, *a*long, *a*round, *be*fore, *be*hind, *be*tween, *be*yond, with*in*, etc. [a = on ; be = by]

(4) **Participial Prepositions** :—during, ensuing, pending, etc.

(5) **Phrase Prepositions** :—in spite of, in place of, on account of, because of, for the purpose of, with a view to, etc.

(6) **Disguised Prepositions** ; *e. g.*,

(*a*) Five o' clock = five *of* clock.

(*b*) He comes here once *a* month = He comes here once *on* month,

(*c*) Mangoes sell at four *a* rupee. (Here a = on).

120. Sometimes a preposition has an adverb for its object ; *e g.*,

(1) He must have finished his job by *now*.

(2) You must go away from *here*.

Similarly a preposition governs a phrase and also a noun clause ; *e. g.*,

(1) I got this book for *half its cost*. (Phrase)

(2) His success depends upon *how he reads*. (Noun clause).

121. **Model Parsing of Prepositions.**

I shall go *to* Prayag *during* the holidays.

(1) To :—Preposition, governing the noun 'Prayag' in the objective case.

(2) During :—Participial proposition, governing the noun 'holidays' in the objective case.

Exercise. Pick out and parse the preposition in the following :—

Owing to illness the failed in the examination. The book will be ready by then. Except that he is my brother he has no sympathy for me. Where does he come from ? He came

out from under the table. A good man is pure from within and without. But for the timely assistance you would have been dead before now. Look across the atmosphere and you will behold a mighty firmament on high. I will wait pending instructions. What is your opinion concerning this matter? I live in front of his house. With a view to gaining his end, he can stoop to any position. All save one fled from the battle-field. This map can sell for what it cost. Go away from here. A good son will obey his parents at once. It is four o'clock. I will not accept a price below this sum. None other than a member can vote in the meeting. I have solved all the questions but one. I cannot but pray for your recovery.

CHAPTER IX

The Conjunction

122. A Conjunction is a word which joins words, phrases or sentences.

It has two broad divisions :—**Coordinate and Subordinate Conjunctions.**

123. In the case of a coordinate conjunction the sentences joined by it do not depend on one another ; *e g.*,

I will love my father and *do his bidding* = I will love my father *and* I will do his bidding. Here the clause—I will do his bidding—*stands by itself*, and *does not at all depend on* the previous clause for its sense.

124. But in the case of a subordinate conjuction one of the clauses (the one following the conjunction) has an *incomplete* sense without the other ; *e g.*,

I honour him *because he is noble.* Here the clause *because he is noble* depends on the previous to complete the sense. That is why *because* is a subordinate conjunction.

125. Coordinate Conjunctions denote (*a*) addition, (*b*) choice, (*c*) contrast and (*d*) inference. For example :

(*a*) *Addition* : and, as well as, also, no less than, not only .... but also, etc.

(*b*) *Contrast* : but, still, yet, while whereas, however, nevertheless, etc.

(*c*) *Choice* : either...... or, neither......nor, otherwise, or else, etc.

(*d*) *Inference* : so, since, therefore, for, etc.

126. Subordinate Conjunctions denote :—

(*a*) Time, (*b*) Place, (*c*) Purpose, (*d*) Condition, (*e*) Cause, (*f*) Effect, (*g*) Comparison, (*h*) Contrast, (*i*) Apposition and (*j*) Manner or extent. For example :

(*a*) *Time* : when, while, as soon as, since, before, after, until, etc.

(*b*) *Place* : where.

(*c*) *Purpose* : that, lest, in order that, etc.

(*d*) *Condition* : if, unless, provided that, in case, whether, etc.

(*e*) *Cause* : because, since, as, etc.

(*f*) *Effect* : that,

(*g*) *Compartion* : as, than, no less than.

(*h*) *Contrast* : though, although, however, notwithstanding, etc.

(*i*) *Apposition* : that (He made a promise *that* he would come.)

(*j*) *Manner or Extent* : as, so far as,according to, etc.

127. There are some conjunctions which function as adverbs ; they may be called conjunctive adverbs ; as,

He knows *when* he will begin his work. Here the word *when* is both adverb and conjunction. As an adverb, it modifies the verb *will begin* and as a conjunction, it joins the two clauses—*He knows* and *he will begin his work.*

EXERCISE. Pick out and parse the conjunctions in the following :—

He has erred and you also. Do it, else I will punish you. He not only passed, but also secured a prize. However clever a man may be, he is never flawless. I will come since you wish it. Boys attend school that they may learn wisdom. He will not be cured of fever unless he takes quinine. She is as intellgent as her brother. He is more clever than honest. As you sow so you reap. I see how you did it.

CHAPTER X

THE INTERJECTION

128. An Interjection is a word which expresses some sudden feeling ; *e. g.*,

(1) *Hurrah* ! I have won. (joy)

(2) *Alas* ! She is dead. (grief)

129. List of common interjections : Oh, Ha ! Ha !. Bravo Hush, Fie. Bosh, Tut tut, Pooh, Lo, Ho, Holla, hear, hear ! etc.

130. A few Interjectional Pharases :—

Ah me, Woe the day, O dear me, Good God, Good Heavens, ete.

CHAPTER XI

(a) DIFFICULT CASES OF PARSING WITH BRIEF HINTS.

(1) Bessed are the *meek*. (Adj. used as noun)

(2) Sympathy proceeds from *within*. (Noun)

(3) He shold have gone by *now*. (Adv. used as noun)

(4) *Day* dawning, we went out. (Nominative absolute)

(5) *It* is *I* who hid it. (*It* = Demonstrative Pronoun ; *I* = Same case as 'it')

(6) *It* blew great guns. (Impersonal Pronoun)

(7) He is *same*. (Demonstrative Pronoun)

(8) I see *what* you hint at. (Compound Relative Pronoun = that+which)

(9) *What* does it consist in ? (Governed by Preposition *in*)

(10) Show me *how to do* it. (How=Adv. used as noun, object to 'Show.' To do=Gerundial Infinitive, modifies *how*).

(11) The *why* of it is not plain. (Adv. used as noun)

(12) *To love* is heavenly. (Simple Infinitive)

(13) He is *but so so*. (But = Adverb, modifies the phrase *so so*. So so : Demonstrative Adj phrase, complement to *is*)

(14) It is *as* under. (= It is as *is given* under.) (Relative Pronoun, subject to 'is given')

(15) The *very* sight of it makes me shrug my shoulders. (Adv. used as adj.)

(16) He came from *far off*. (Adv. pbrase used as noun).
(17) It is a *by-gone* event. (Past Participle)

(18) Poor thing! *to think* that he will succeed. (Gerundial Infinitive)

(19) The boy *there* is my chum. (Adv. used as adj).
(20) I will help you *considering* your poverty. (Participle used as preposition)

(21) She wept and laughed and danced and jumped and behaved *so on* and *so forth*. (Adverbial phrases).

(22) Do it once *a* week. (a=on ; Preposition)

(23) We beg *to request*. (=We beg *leave* to request. Gerundial Infinitive, qualifies 'leave')

(24) He is *to be* my partner. (Simple infinitive, complement to 'is')

(25) The deer ran *bounding* along. (Present Participle used as adverb)

(26) *The* more he got, *the* more greedy he became. (1st 'the'=Relative adv. ; 2nd 'the'=Demonstrative adv.)

(27) *There* was a king. (Introductory adv.)

(28) *Supposing* he begs your pardon, will you excuse him? (Participial Preposition, here used as conjunction)

(29) He has many friends ; Ihave *none*. Numeral Adj., object to 'have')

(30) *He* who is brave shall have his rewards. (Demonstrative Pronoun, subject to 'shall have')

(31) He comes out *every* three hours. (=every *period* of three hours. Every : Adjective qualifies *period*)

(32) I love little *ones*. (=children : Noun, object to 'love')

(33) *They* say—Man is mortal. (Indefinite Demonstrative Pronoun)

(34) *It* is too hot. (It =the day ; Indef. Demons Pronoun)

(35) Woe *worth* the day. (=Woe *be* to the day.) Subjunctive mood)

(36) The guns *are firing*. (=are being fired : 'Are firing' is Active in form but Passive voice in sense)

(37) I am pleased with my *surroundings*. (=Common noun)

(38) Go from *here*. (Adv. used as noun)

(39) She must *needs* take proper medicine. (=necessarily : Adverb modifies *must take*)

(40) Every one has to face the *ups* and *downs* of life. (Nouns)

(b) THE SAME WORDS USED IN DIFFERENT PARTS OF SPEECH

A	Indefinite article	I have *a* friend.
	Prep	Oranges are sold at four *a* rupee.
About	Prep.	What *about* him ?
	Adv.	I am moving *about*.
Above	Adj.	He likes the *above* lines.
	Adv.	He sleeps *above*.
	Prep.	Do not stand *above* the roof.
	Noun	The *above* is a good example.
After	Prep.	He went *after* the thief.
	Adv.	The son died early : the father lived long *after*.
	Conj	It will reward you *after* you have shown a good result.
	Adj.	This was an *after* thought to him.
All	Adj of number	*All* men must do it.
	Adj. of quantity	He spent *all* his wealth.
	Adj. used as noun	He has lost his *all*.
	Adv.	Crows are found *all* over the world
Any	Adj. of number	Have you *any* son ?
	Adv.	He will live *any* longer.
	Pronoun	*Any* of you can shine in the world.
As	Rel. Pron	He is such *as* I expected.
	Conj. Adv.	He laughed *as* he spoke.
Before	Adv.	I told you *before*.
	Adv. used as noun	He came out from *before*.
	Prep.	He stands *before* the house.
	Conj.	Think *before* you work.

Word	Part of speech	Example
Back	Noun	They stood *back* to *back*.
	Adj.	Sometimes the *back* benches share in discussions.
	Verb	Never *back* a dishonest person.
	Adverb	Stand *back*
Better	Adj.	My book is *better* than yours.
	Adv.	I can work *better* after preparation
	Adj. used as noun	Who are you ? Your *betters*, sir !
	Verb	I am going to *better* my prospects.
But	Rel. Pro.	There was none *but* wished to pity him
	Adv.	I have *but* a few friends.
	Prep.	All came there *but* Ram.
	Conj.	Ram is a book-worm, *but* Hamid is a player.
By	Adv.	He stood close *by*
	Prep.	How did you come *by* the book ?
Close	Noun	The meeting has come to a *close*.
	Verb	The office will *close* at five.
	Adj.	He lives in *close* proximity to my house.
	Adv.	Your house is *close* behind mine.
Either	Adj.	Lucknow is situated on *either* bank of the Gomti.
	Conj.	*Either* you go there, or stay here.
	Pronoun	*Either* of the banks of this river can be flooded.
Else	Adv.	You cannot do *else*.
	Adj.	Give me anything *else*.
	Conj.	Do it, *else* you shall be fined.
Few	Noun	The *few* who were wounded during the battle were captured.
	Pronoun	*Few* are happy in this world.
	Adj.	Give me a *few* rupees.
However	Adv.	*However* honest he may be, I will not trust him.
	Conj.	You have failed. *However*, I promote you.

Little	Noun	*Little* is known about him.
	Adj. of quality	A *little* boy.
	Adv.	He thought a *little* while about the matter,
	Adj. of quantity	He drank a *little* milk.
Much	Noun	*Much* needs improvement as yet.
	Adj.	He has *much* wealth.
	Adv.	He was *much* pleased with the show.
Near	Adj.	A *near* kinsman.
	Adv.	Come *near*.
	Prep.	He came *near* me.
	Verb.	The taveller *neared* his destination.
Neither	Pron.	*Neither* of you is correct.
	Adj.	*Neither* man will be rewarded.
	Conj.	*Neither* he nor you deserve the prize.
None	Pro.	*None* of you shall have leave:
	Adj.	Silver and gold have I *none*.
	Conj.	We are *none* the wiser in the twentieth century.
Off	Adj.	Get *off*.
	Prep.	He is *off* his head.
Only	Adj.	He is his *only* child.
	Adv.	I can *only* help you.
	Conj.	You can have your wish ; *only* follow my instructions.
Right	Adj.	This is the *right* course to take.
	Noun	Trust in God and do the *right*.
	Adv.	The ship sailed *right* up to the quay.
	Verb.	A wrong can be *righted* by sincere efforts.
Round	Noun	The soldier had fifty *rounds* of ammunition.
	Adj.	A *round* room.
	Verb	The enemy was *rounded* at last.
	Adv.	The earth turns *round*.
	Prep.	He walked *round* the temple.

Since	Adv.	He has been absent long *since*.
	Prep.	He has been absent *since* Monday.
	Conj.	*Since* she is clever, I praised her.
So	Adv.	He is *so* brave that he can kill a lion.
	Pronoun	Akbar ruled wisely, it is said *so*.
	Conj.	I am ill ; *so* please grant me leave.
Still	Noun	The cry of the jackals breaks the *still* of the night.
	Adj.	The *still* water of the lake.
	Verb	The boys were *stilled* by their leader.
	Adv.	Stand *still*.
	Conj.	I gave you so much ; *still* you are discontented.
The	Def. Article	*The* house is mine.
	Adv.	*The* fewer the merrier.
What	Int. Pro.	*What* is your name ?
	Rel. Pro.	I will give you *what* you wish for.
	Inter. Adj.	*What* noise is this ?
	Adv.	*What* with the day, *what* with the night he is always playing.
	Interjection	*What* ! are you still unhappy ?
While	Noun	He was here a short *while* ago.
	Adv.	Work *while* you work ; play *while* you play.
	Conj.	She is gentle, *while* her brother is rude.
Worth	Noun	He is a man of some *worth*.
	Verb	Woe *worth* the day.
	Adj.	This book is *worth* ten rupees.

CHAPTER XII

The Article

131. 'A,' 'An' and 'The' are called **Articles**. **A** and **An** are **Indefinite Articles**, while **The** is the **Definite Article**.

132. 'A' is used—

(1) Before a common noun in the singular as—*a* boy, *a* pen, etc.

(2) Before a common noun in the singular number to *generalise* it; as—A horse is a faithful animal.

N. B.—The word *man* and *woman* used in the general

sense do not have an article before them; e. g.—*Man* is a rational being. *Woman* should be respected.

(3) Before a common noun to mean *one*; e. g., I saw *a* lion,

(4) Before a proper noun to single it out as representing a class; e. g.,

A Daniel is come to judgment.

(A Daniel = a person as wise a judge of men and their character as Daniel).

133. 'An' is used—

(1) Before words beginning with a vowel (a, e, i, o, u); as—*an* almirah, *an* elephant, *an* inkpot, *an* ox, *an* umpire.

(2) Before words beginning with a consonant but *having the sound of a vowel*; e. g.,

(a) It is *an* hour's (=our's) work.
(b) She is *an* honest (=onest) woman.
(b) *An* heir (=air) to property.

N B—In the same way *words beginning with the long sound of u or a vowel having the sound of a consonant take the* indefinite article '*a*' instead of '*an*' before them; as—A *u*niversity; A *Eu*ropean (long 'u' sound). A one-anna piece ('o' has the sound of 'w').

EXERISE. Supply *a* or *an* in the places left blank giving reasons for your insertion:—

(1) He gave me——one-rupee note.
(2) Cloth can sell at——anna——yard.
(3) ——elephant is——intelligent animal.
(4) I saw——European riding——elephant.
(5) John was——humble servant of——empire.
(6)——historical event is not——hour's business.
(7) ——young prince is very often——heir to the throne of——old ruler.
(8) ——one-eyed fellow was staring at him from under ——umbrella.
(9) It is——useful practice for——young man to learn ——art.
(10) ——hour's sleep makes one forget——week's worry.
(11) After——year's untiring energy to pass——examination he came our with flying colours.
(12) He was——under-secretary of the Assembly.
(13) ——united action is necessary to bring about—— union in the country.

(14) Before starting the game the players selected—— umpire.
(15) He is——owner.
(16) The story-teller could tell——wonderful tale.
(17) ——heir to——empire should not trust——young inexperienced minister.
(18) A dog is——useful animal.

134. 'The' is used :—

(1) Before a common noun to denote a particular person or thing already *referred to* by the speaker; as—
The serpent was very poisonous.

(2) Before a common noun *to represent the whole class*; as—
The horse is a faithful animal.

(3) Before certain *geographical terms* such as rivers, gulfs, seas, mountains, oceans, etc.; as—
The Indus, *the* Alps, *the* East Indies, *the* Indian Ocean.

(4) Before an adjective, when the noun it qualifies is understood; as—
(i) Blessed are *the* meek.
(ii) *The* needy must be satisfied.

(5) Before certain nouns which are *unique*; e. g., *the* sun, *the* earth, etc.

(6) Before common nouns used in the *sense of an abstract noun*; as—
He felt *the* devil (evil thoughts) within him.

(7) Before terms denoting a nationality; as—
The Indian, *the* Dutch, *the* English, etc.—

(8) Before proper nouns to denote *comparison*; as—
Ramanujam was *the* Newton of his age, (possessing qualities similar to Newton).

Omission of the Definite Article

135. 'The' is omitted—

(1) Before material nouns; as—gold, iron etc.
(2) Before proper noun; as Cawnpore. Mohan etc.
(3) Before abstract nouns used as such; as—
(i) *Solitude* has its own charm.
(ii) An ounce of *common sense* is worth pounds of *learning*.

(4) Before a common noun used in its widest sense as, *Man* is mortal.

(5) Before names of titles or professions; as,—
Emperor Asoka, Judge Daniel, Saint Mary etc.

(6) Before names of sciences; as Physics, Chemistry, Botany, etc.

(7) Before nouns used in such phrases as—
to go *home*, to lay *anchor*, to catch *fire* etc.

(8) Before a noun preceded by the phrases, 'kind of' and 'sort of'; as—
What *kind of book* is this?
What *short of fellow* are you?

(9) Before terms meaning the language of a nation; e. g.—English, Dutch, Italian, etc.

Exercise. Insert or remove the article 'the' where necessary, giving reasons:—

(1) Samudragupta was Napoleon of India.
(2) The women is the tenderest and most gentle creature nuder the God's creation.
(3) Godavari is Ganges of the South.
(4) I do not know the French.
(5) My teacher understands the Biology well.
(6) The water is necessary to maintain the life, but not meat.
(7) Ceylon is only big island near India.
(8) Himalayas are the highest mountain in world.
(9) The ship started for Bay of Bengal.
(10) Teachings of Buddha are based on common sense.
(11) Kalidas was Shakespeare of the India.
(12) The knowledge of the music must precede writing of poetry.
(13) The poetry is the music, sentiment and inspiration—all at once.
(14) How pleasant is sun during cold winter days!
(15) What sort of the scheme has he drawn up?
(16) The St. Peter was first apostle to preach the Christianity in the Europe.
(17) Gold of India attracted Mussalmans more than anything else.
(18) Principal taught me the Mathematics for many years.
(19) He is man whom I hold in the greatest respect.
(20) Teachings of the Mahatma have struck the deep root into my heart.

CHAPTER XIII

ANALYSIS

1 Analysis of Simple Sentence

136. A Simple sentence has *only one Finite verb*, expressed or understood.

A Simple sentence may consist of (a) Subject (with adjuncts or qualifying words), (b) Finite Verb, (c) Object (with qualifying words), (d) Complement (with qualifying words) and (e) Adjuncts.

137. The subject may be—

(a) A *Noun*—*Arjun* was a hero.

(b) A *Pronoun*—*We* should love each other.

(c) An *Infinitive*—*To love* is divine.

(d) A *Gerund*—*Fighting* the enemy should be avoided.

(e) A *Verbal Noun*—The *plotting* of evil against any one is a great sin.

(f) A *Phrase*—*Where to stand* is a problem for me.

(g) An *Adjective used as noun*—The *poor* are happy.

N. B.—The above *can also stand* as Object or Complement in a simple sentence.

138. Adjuncts (qualifying words) may be—

(*a*) An *Adjective*—That *brave* Arjun was a hero.

(*b*) A *Pronoun in the Possessive case*—*His* brother loved him.

(*c*) A *Prepositional Phrase*—A man *of principles* need not fear opposition to his acts.

(*d*) A ***Noun or Noun-Phrase in opposition***—Ram, ***the King of Ajodhya***, was an ideal ruler.
(*e*) A *Participle*—This ***revolving*** universe has ever been on the move.
(*f*) A *Participial Phrase*—The pupil ***acting on the advice of his teacher*** never fails during the hour of trial.
(*g*) An *Infinitive*—The duty ***to be performed*** must be performed as soon as possible.

139. Adverbial adjuncts may be—

(*a*) An ***Adverb***—He behaves ***bravely***
(*b*) An ***Adverbial Phrase***—We went ***up and down.***
(*c*) An ***Adjective***—Without food he went ***hungry.***
(*d*) A ***Participle***—The players came back very ***pleased*** at their victory.
(*e*) An ***Infinitive***—We go ***to read*** in schools.
(*f*) An ***Adverbial Object***—He lives ***a mile*** from here.
(*g*) A ***Preposition with its object***—He stands ***on the table.***
(*h*) An ***Absolute Phrase***—***My rambles ending***, I returned.

Analysis in Tabular Form

Napolean, the celebrated King of France, appointed Joseph, his elder brother, the King of Spain with the help of a large army.

SUBJECT		PREDICATE			
Subject Proper	Adjuncts to the Subject	Finite verb	Object (with qualifying words)	Complement (with qualifying words)	Adverbial Adjuncts
Napoleon,	the celebrated King of France,	appointed	*Joseph*, his elder brother.	the *King* of Spain	with the help of a large army

EXERCISE. *Analyse the following sentences in the tabular form as indicated above* :—

(1) At the end of the dinner the host made a brief speech welcoming home his friend from England.

(2) The poor tenants suffered untold miseries at the hands of their cruel landlords.

(3) A high-minded man is uniformly courteous to great and small.

(4) They one and all entreated her for the immediate removal of the little Prince Udai Singh from the clutches of Banbir.

(5) Panna then left for Deola for the safety of the Prince.

(6) Ulrica was seen standing on the high tower waving her arms with mad joy.

(7) The great fire burning looked like a signal-fire on the top of the hill warning people against impending dangers.

(8) This brave example of their queen infused fresh courage into the hearts of the besieged.

(9) In the beginning of creation the Almighty breathed life into matter with His own breath.

(10) The famous pillar called Kutub Minar finds its match in the pyramids of Egypt.

(11) The Story-books stir imagination in their readers..

(12) The discovery of the Elctro-magnet is one of the greatest achievements of that eminent scientist. Michael Faraday.

(13) After immense labour and struggles, Madame Curie succeeded in separating from uranium are substance called radium possessing a power to give out penetrating rays two million times greater than that of uranium itself.

(14) The paths of peace consist in ways and methods of acquiring progress and advancement in times of peace.

(15) The man trying to find out new paths of peace really and truly does much to serve humanity.

2. Analysis of Compound Sentences

140. *Clause* :—A clause is a part of a larger sentence containing *its own Subject* and *its own Finite Verb.* Ex :—He said, "*I will do the right.*"

N. B. Clauses introduced by Coordinate and Subordinate conjunctions (vide Arts. 125 and 126) are known as Coordinate and Subordinate clauses respectively. Also refer to Arts. 144 and 145 for further elucidation.

141. ***A compound sentence contains one or more than one Coordinate clause to the Principal clause.***

N. B.—A compound sentence may contain any number of Subordinate clauses to the Principal clause, but there must be ***at least one*** Coordinate clause to the Prinicipal clause.

142. Analysis of a Compound Sentence.

Gandhiji went to South Africa, worked with untiring energy and zeal among the coolies of Natal, and at last succeeded in freeing them from the tyranny of the planters.

Serial Order	Clause	Kind and Relation	Connective
A.	Gandhiji went to South Africa,	Principal Clause	×
B.	(he) worked with untiring energy and zeal among the coolies	Coordinate Clause to A	×
C.	and at last (he) succeeded in freeing them from the tyranny of the planters.	Coordinate Clause to A to B	and

The whole is a compound sentence.

EXERCISE. Analyse the following compound sentences:—

(1) In the extremity of her grief she behaves madly; for now she laughs and then she cries; now she beats her breast and then sits calm as a statue; she goes first here and then there; and no one knows what she will do next.

(2) Brief is our life and our worldly joys too; days dawn, then evenings follow : we wake, arise, do and sleep ; and so the end approaches.

(3) Let us, then, be up and doing,
With a heart for any fate ;

Still achieving, still pursuing,
Learn to labour and to wait.

(4) In the world's broad field of battle,
In the bivouac of life.
Be not like dumb, driven cattle !
Be a hero in the strife.

(5) The spaniel frisked and gambolled about the lion, barked at him, would now scrape and tear at his head with his claws, then seize him by the ear and bite and pull; but nothing could irritate the noble beast.

(6) Young man! jump into the river, brave its waves and swim across its waters : lift the marble lion there on thy shoulders, and in one breath run to the top of the yonder hill; for there is happiness in store for thee.

(7) Talk little, do more; take greedily, offer liberally and always do the right; your actions should all along be guided by your conscience.

(8) The stranger wishing to form a correct opinion of the English character must go forth into the country; he must sojourn in villages and hamlets; he must visit castles, villas, farm-houses, cottages; he must wander through parks and gardens; he must loiter about country churches; attend wakes and fairs and other rural festivals; and cope with the people in all their conditions, and their habits and humours.

3. Analysis of Complex Sentences

143. A complex sentence has the Principal clause and one or more subordinate clauses, but ***not even one*** coordinate clause to the Principal clause.

144 The Principal clause in a complex sentence is that part of the sentence which can stand by itself as a complete sentence; as, *I will help you* if you obey me. Here, 'I will help you' can stand by itself and make good sense. Therefore it is the principal clause.

145 A subordinate clause is that ***part*** of the sentence which cannot stand by itself and make good sense, 'I will help you if you obey me.' Here the clause, 'if you obey me,' is a part of the whole sentence, but it cannot stand by itself and make good sense. Therefore it is a subordinate clause which depends on the principal clause to complete the sense.

A coordinate clause is not a ***subordinate part*** of any sen-

tence, but forms *a grammatical whole* by itself; as—He must work or starve. Here the two clauses, *He must work*' and '*or (he must) starve*,' are *independent* of each other. Each of them is independent and therefore coordinate to the other.

146. Kinds of Subordinate Clauses :—

(*i*) The Noun clause.
(*ii*) The Adjective clause.
(*iii*) The Adverb clause.

(*i*) THE NOUN CLAUSE

147. The Noun clause does the work of a noun. It can be—

(*a*) Subject to a verb—

(*i*) *How he is* is uncertain.
(*ii*) *Who sees a rise* must witness a fall.

(*b*) Object to a verb—

(*i*) You think *that you are matchless.*
(*ii*) He knew *that he would win.*

(*c*) Object to a preposition—

I cannot rely on *what you say.*

(*d*) Complement to a verb—

(*i*) The fact is *that he is a gentleman.*
(*ii*) The problem before him was *whether he should go on pilgrimage or not.*

(*e*) In apposition to a noun—

(*i*) The news *that the Congress party has assumed power in U P.* is quite true.
(*ii*) I have a belief *that everybody's heart is an abode of gods.*

148. In translating a sentence into Hindustani, a Noun clause *is found generally to begin with the connective* کہ कि For instance—

1. I will tell you what you should do.

मैं तुमको बताऊँगा कि तुमको क्या करना चाहिये।

میں تمکو بتاؤنگا کہ تم کو کیا کرنا چاهئے—

2. He realises that he is wrong.

वह जानता है कि वह ग़लती पर है।

وہ جانتا ہے کہ وہ غلطی پر ہے—

N. B—The above test, however, fails when 'that' कि کہ is preceded by the word 'so' or 'such.' When this is the case, the clause beginning with the word 'that' is an adverbial clause; e. g.—

He worked so hard *that he died.* (Adverbial clause.)

The situation was such *that help was impossible.* (Adverbial clause)

EXERCISE. Pick out each Noun clause and state the kind of its relation with the Principal clause:—

1. I do not know where he lives and what he does.
2. How I am to do it seems utterly impossible.
3. It is at least certain that India will be free and happy one day.
4. I am fully convinced that the man is guilty.
5. The history of India illustrates the fact that the country from times immemorial has rivalled Greece in the conquest of its conquerers.
6. Except that he is a bit blunt, he is an honest fellow.
7. This is exactly what I should have done.
8. Whether it is right or wrong is not the question.
9. The disappointed minister said, "Put not thy trust in princes."
10. 'Thou art that' is the essence of the teachings of the Upanishads.
11. I will give you this pen for what it is worth.
12. We heard that a son was born to her.
13. It can easily be realised how the habit of drinking leads to the ruin of the drinker.
14. We prayed, "Long live the Republic!"
15. It was lucky that he escaped unhurt from the battle.
16. The question first occurring to the mind of a savage was how fire should be made.
17. I can tell you the way how you can be free from worldly worries.
18. Who hurts the humble and the lowly is thrice sinner in the eyes of God.
19. Right it is to say that genius is ninety-nine per cent. perspiration and one per cent. inspiration.
20. 'Love thy enemy' was the advice of Jesus Christ.

EXERCISE. Insert a Noun clause in each of the following sentences:—

(1) I know not——. (2) I have heard a report——. (3)

Who really wills——. (4) I say that——. (5) You should not depend upon——. (6) The book will sell for——. (7) It is my faith——. (8) ——the young. (9) The thief entreated the judge——. (10) It is your duty that——.

EXERCISE. In each of the following expand a phrase into a Noun clause—

(1) He requested me to *give him a book.* (2) *The speech of the man* was very well delivered (3) I know the fact *of your passing the examination.* (4) Who can tell *the life of this universe.* (5) The fact *of his being intoxicated* was quite clear. (6) I can understand *the method of solving this problem.* (7) He gave me the reason *of his failure.* (8) God alone knows *the secrets of His doings.* (9) *The time of his arrival* is uncertain. (10) *A hard working man* is always assured of success.

EXERCISE. Rewrite each of the following so as to convert a Noun clause into a phrase:—

(1) No one knows *when he will come.* (2) *How it happened* is a secret to me. (3) Do not depend upon *what fools say.* (4) It is quite evident *you have made a mistake.* (5) He said, "*Leave this house.* (6) *Kill all and spare none,*' shouted the enraged monarch. (7) The criminal imagines for a while *that no one sees him.* (8) *Except that he speaks fast* Mr. Goel is an excellent teacher. (9) The fact *that you told a lie before your master* shows that you lack moral courage. (10) I will sell it *for what it cost.*

(*ii*) THE ADJECTIVE CLAUSE

149. The Adjective Clause performs the function of an Adjective. It often commences with a Relative Pronoun or Relative Adverb used in the *restrictive sense only.* For example :—

1. The book *which I have,* is costly.
2. I have seen the man *who was arrested yesterday.*

N. B.—For distinction between restrictive and continuative uses of a Relative Pronoun (or Relative Adverb) see Articles 55 and 56.

Sometimes the relative word before an Adjective clause is understood; as—

1. The man *I saw* was arrested yesterday = The man *whom* I saw was arrested yesterday.
2. Gave me the things *I like* (= the things *that* I like).

150. When translated into Hindustani, an Adjective clause is generally seen to begin with a word containing ज ج and कि که and; such as, जोकि, जैसाकि, जबकि, جو که ; جیسا که ; جبکہ. For example:—

1. The story which he narrated was very good.

कहानी जोकि उसने सुनाई बड़ी अच्छी थी।

کہانی جو کہ اُس نے سنائی بڑی اچھی تھی—

2. Tell me the time when he is coming.

मुझे वह समय बताओ जबकि वह आयेगा।

مجھے وہ وقت بتاؤ جبکہ وہ آویگا—

EXERCISE. Pick out the Adjective clauses from the following :—

1. Where is the book I gave you?
2. The first thing which man required was food and shelter.
3. He who thinks before acting never blunders.
4. The gentlemen whom I visited yesterday told me the story I spoke about this morning.
5. Where is the country we are born in?
6. Our earth which appears stationary is revolving round the sun at a velocity the mind staggers to think of.
7. Man has invented guns which can throw for miles and miles shells whose power of destruction is enormous.
8. The house where he lives belongs to his uncle.
9. The time when he will arrive here is not certain.
10. It is an ill wind that blows no one any good.
11. He that aims high attains the height.
12. It is industry and commerce that enriched our country in ancient times.
13. Do the duty which is entrusted to you.
14. All that glitters is not gold.
15. Blessed are they who hunger and thirst after righteousness.

EXERCISE. Insert an Adjective clause in each of the following sentence :—

1. I have seen the house——. 2. Tell me the time——. 3. The battle——was a terrible one. 4. He——is happy. 5. Those——die but once. 6. It is not such a book——. 7.

He accepted every scheme——. 8. Act on the plan——. 9. The man——has been executed. 10. Fortune selects him for her lord——.

EXERCISE. In each of the following sentences expand the italicised portion into an Adjective clause :—

1. There is time *for every boy's enjoyment*. 2. The boy *standing first in the examination* got a prize 3. A word to *the wise* is enough. 4. He behaved in *an unworthy manner*. 5 The story *told by him* was fabricated. 6. We went to Ayodhya, *the birth-place of Ramchandra*. 7. *An empty mind* is devils' workshop. 8. It is hard to approach *the source of the Ganges*. 9. Knowledge is of no use *to an unpractical person*. 10. I will tell you the hour *of my coming*.

EXERCISE. In each of the following turn an Adjective clause into a phrase.——

1. A man *that is wise* never gets angry. 2. The family *where women are honoured* becomes the abode of gods. 3. A friend *that helps one in need* is a friend indeed. 4. He killed that enemy with the same revolver *as had been brought for his own murder*. 5. Here is the plan *which I had thought out* 6. I will never forget the occasion *which is so memorable*. 7: The sun *which attracts the earth* is a big ball of fire. 8. Will you return the book *which you borrowed from me* yesterday. 9. The man *who first discovered America* was Columbus. 10 He got his bread by the charity *he received from the people*.

(iii) THE ADVERBIAL CLAUSE

151. The Adverbial Clause performs the function of an adverb. It commences with a relative adverb (*when, while where*, etc.) or a subordinate conjuction. (Vide Art. 126.)

The adverbial clause indicates *cause, effect, purpose, condition, contrast, comparison, manner, time* or *place*. For example :—

1. He failed *because he had not prepared his lessons well* (Cause)

2. He worked so hard *that he died.* (Effect)

3. Men work so hard *that they may earn a living.* (Purpose)

4. I will come to you *if I can.* (Condition)

5. He is honest *though he is poor.* (Contrast)
6. He is as rich *as his brother* (*is.*) (Comparison)
7. *As you give,* so you will get. (Manner of Extent)
8. *When peace reigns supreme,* the world shall be happy. (Time)
9. *Where there is a swamp,* there is malaria. (Place)

EXERCISE. Pick out the Adverbial clause in each of the following sentences:—

1. I will reward you because you have done so well.
2. Poor though he was, he was honest.
3. When he had finished his task, he started off.
4. The sick man was so weak that he could not stand.
5. Boys go to school that they may learn good things.
6. As the tree falls, so let it lie.
7. Wherever he went his faithful wife followed him.
8. I agree to your proposal if you accept mine.
9. She has been ill ever since her brother left the house.
10. While the cat is away, mice play.
11. Before the camel starts on his journey, he drinks a lot of water.
12. This is the correct method of solving the problem as far as I understand it.
13. As Caesar was ambitious, I slew him.
14. Murder, though it have no tongue will yet speak.
15. We love our motherland more than anything else.
16. We will defend its freedom as long as our body holds breath.
17. I will go with you whether you like it or not.
18. He can run as hard as she (can).
19. He helped his father who was poor.

EXERCISE. Insert an Adverbial clause in each of the following sentences:—

1. I will kill the man——. 2. History is taught to the boys——. 3.——, he has never been at fault. 4——I will accompany him. 5. He was trustworthy—— 6. Make the

best use of time——. 7. —— it is impossible to pacify him. 8. He threatened to beat the merchant—— 9 It rained so hard——. 10. —— so you reap.

EXERCISE. In each of the following sentences expand the italicised phrase into an Adverbial clause.

1. *Jumping down the roof*, he broke his leg. 2. He works hard *with a view to earn money*. 3. He died *for want of sufficient food to eat*. 4. The sun will rise *till the last day of the world*. 5. *It being late*, let me go to my cabin. 6. *On being closely examined*, the fact will not bear out the truth. 7. The soldier shot the man *for not obeying his orders*. 8. *Being allowed to run wild*, your passions will carry you away. 9. A generous heart feels the pangs of poverty *on the occasion of entertaining a guest*. 10. Come to me *after doing your lessons*.

EXERCISE. In each of the following sentences turn an Adverbial clause into a phrase :—

1. Sin will be out *though no attempt is made to disclose it*. 2. He failed *because he had not properly studied the thing*. 3. *If one works* honestly, one will never want anything. 4. He came to my house *because he had an interest to serve*. 5. She likes me *as much as you do* 6. We cannot catch the train *as she is too late*. 7. *Though my teacher punished me*, I love him. 8. Men take medicines *that they might get well*. 9. Walk with care *lest you should stumble*. 10. He will never need anything *when he has much friends*.

PITFALLS IN ANALYSIS

152. *Sometimes clauses which are preceded by Relative Conjunctions, who, which, where, etc., appear to be Adjective Clauses, but are really Adverbial Clauses or Coordinate Clauses.*

For example :—

1. Mohan, who stole my watch, was sent to jail. (Here *who=because he*). Accordingly, the clause '*who* stole my watch' is an Adverbial clause showing cause.

2. I excused the boy *who was very young*. [*who=because he*]. Here the italicised clause is an Adverbial clause.

3. He went to Calcutta, *where he stayed for five days*.

(Hence *where* = *and there*). Accordingly the italicised clause is a Coordinate clause.

4. He spent all his riches in charity, *which was very kind of him.* (Here also *which* = *and it*). Accordingly, the italicised clause is a Coordinate clause.

EXERCISE. Let class analyse the following sentences pointing out the particular use of each relative conjunction :—

1. While they were thus engaged, two of their friends passed into an adjoining room, *which* excited no suspicion.
2. I will help the man *who* is very poor.
3. Alexander Selkirk was ship-wrecked on a desert island, *where* he lived for many years.
4. To improve the condition of workers in mills, factory laws were passed by the Parliament *which* was a noble undertaking.
5. He will certainly catch the train *which* is late by two hours.
6. My friend has gone to Bombay, *whence* he will proceed to London.
7. Cromwell killed all his prisoners at Drogheda, *which* was a very barbarous act on his part.
8. The speaker came just at three *when* he delivered a stirring speech.
9. A person easily loses a thing *which* is easily got.
10. A Bania, *who* has nothing to do, compares his weights on the scale.

153. Contracted clauses. Sometimes words following conjunctions such as *than, as, as well as,* etc., can be expanded into clauses. When this is possible, the expansion must be made before analysing the sentence in which they occur.

For example :—

1. He is as brave *as a lion.* = He is as brave *as a lion is.*
2. He loves you more *than I.* = He loves you more than *I love you.*
3. He loves you more *than me.* = He loves you more than *he loves me.*

N. B.—Each of the italicised clauses in the above examples is an Adverbial clause showing comparison.

4. Ram as well as Krishna is my friend = Ram is my friend as well as Krishna is my friend. Accordingly the latter is a Coordinate clause.

EXERCISE. Let class expand the following contracted sentences and analyse them.

1. She as well as he is responsible for this state of affairs.
2. Ram no less than Shyam is guilty of this crime.
3. He was not only punished but also fined.
4. Either she or her daughter must do it.
5. Neither England nor her Dominions desire peace at present.
6. Though poor he was contented.
7. This boy can run faster than he.
8. She likes me more than you.
9. The rebels and their confederates were punished with death.
10. Peace no less than war has its own triumphs.
11. England is stronger than ever.
12. I can jump as high as this wall.
13. There was no one but wept over his mifortune. (Here ***but = that not.***)
14. I shall not speak longer than necessary.
15. The doctor sometimes does more than good.
16. To err is human ; to forgive, divine.
17. I am as silly as before.
18. He acted as if he were mad. (Supply ***he would act*** between *as* and *if*.)

154. Analysis of a complex sentences. If I am satisfied that this poem which is so inspiring, is your own composition, and that it is not borrowed from any other poet's work, I will give you a reward which will place you on a high rank.

Serial order	Clause	Kind of relation	Connective
A.	I will give you a reward	Principal clause.	×
B.	which will place you on a high rank.	Sub. Adj. clause to A, qualifying 'reward' in it.	which
C.	If I am satisfied	Subordinate Adverbial clause to A, modifying the verb 'will give' in it	if
D.	that this poem is your own composition,	Sub. Noun clause to C. complement to 'am satisfied' in it.	that
E.	and that it is not borrowed from any other poet's work,	Sub. Noun clause to C, complement to 'am satisfied' in it; Coordinate to D.	and that
F.	which is so inspiring.	Sub. Adj. clause to D, qualifying 'poem' in it.	which

The whole is a complex sentence.

N. B.—(*i*) Always write the clauses in full. Never use dots in between.

(*ii*) Note that in a complex sentence there is *not even one coordinate clause* to the Principal clause.

EXERCISE. Give a clause analysis of the following :—

1. His opponents were six in number, but he did not mind that and leaping from his horse he struck each of them in turn a blow so as to kill every man on the spot where he stood. (Punjab University Examination 1928.)

2. A watch hung over the mantelshelf; its low ticking was the only sound that broke the profound quiet, but it was a solemn one, for well they knew that it was beating the knell of a spirit soon to depart. (P. U. E. 1930).

3. The problem I wish to discuss is the growth of ignorance at the present day, a problem which is generally overlooked, just because, instead of beginning with ignorance, we fix our attention on knowledge, which at present appears to be increasing. (P.U.E. 1932).

4. Mohan, who had passed his matric, finding that I had failed, came to my house and said, "Cheer up, friend," (P. U. E. 1936)

5. After making his purchases the king went back to his carriage, when the jeweller came out and begged that he would do him the honour of returning to his shop, as he had something important to say to him. (U.P. 1912.)

6. I defended myself to the last, wounded though I was, but at length seeing that to offer further resistance was only to court certain death I put spurs to my horse and dashed onwards till the poor beast dropped from sheer exhaustion. (U.P. 1913)

7. When the opposing forces were thus drawn up opposite to each other, they intimated their animosity and their eagerness to engage by a wild scream, the whole at the same time shaking their swords and menacing each other as if they meant to conquer the imagination of their opponents before they mingled in the actual strife. (U. P. 1918).

8. On reaching what he deemed a suitable spot, the old man halted, and with an inquiring look he seemed to demand if it possessed the needed convenience. (U. P. 1920).

9. What I did, I did from a conviction that it was my

duty; and I do not see how I could have acted otherwise in the circumstances. (U. P. 1921)

10. To warn me of what was likely to happen if I acted in the way in which I did would have been more friendly than to wait until I made a mistake before offering me your advice. (U. P. 1922).

11. It is usually easier to make up your mind what to do than to act in the way you have decided upon, after you have made up your mind. (U. P. 1923).

12. His father has told him that if the water comes through a crack of this kind, the crack will widen quickly, that the dam in a short time will be broken through and that the water from the reservoir will flood the country below and drown hundreds of people. (U. P. 1925).

1 . When I arrived home, if I had not been prepared, it would have, startled me to find that seven white-haired men, each of whom carried a heavy iron bar, were striving, though the age of no one of them could have been less than seventy-five years, to throw down my fence. (High School Examination, U. P. Board, 1925).

14. If we would always recollect that we live among men who are imperfect by nature, we should not be in such a fever when we find out our friends' failing. (H. S. E. 1925.)

15. While they were occupied in this way, he passed into an adjoining room, which excited no suspicion, as he was still visible through the open doors by which the apartments communicated with each other. H. S. E. 1927.)

16. I thence considered industry as a means of obtaining wealth and distinction; which encouraged me, though I did not think that I should ever literally stand before kings, which, however, has since happened; for I have stood before five, and even had the honour of sitting down with one, the King of Denmark, to dinner. (H. S. E. 1928)

17. Seeing the noble courage and courtesy of Alexander, they cried out that he should lead them, and began to spur their horses, saying that they were neither weary nor thirsty, nor did think themselves mortal, so long as they had such a king. (H. S. E. 1929.)

18. For, as Japan is a large nation of such villages and has few cities, this village and its mode of life can be regarded as the real Japan : a unit of a myriad of such units that together constitute a powerful agrarian state. (H,S. E. 1930)

19. The only reason why every man does not 'know everything that the human mind has ever learned is that no one has ever yet found it worth while to know that much. (H. S. E. 1931)

20. We constantly hear of the evils of wealth, and of the sinfulness of loving money although it is certain that, after the love of knowledge. there is no one passion which has done so much good to mankind as the love of money. (H. S. E. 1932)

21, To borrow St. Paul's words, the former is as having nothing, yet possessing all things,' while the other, though possessing all things, has nothing. (H. S. E. 1933)

32. If a temporary house is wanted, nothing is so convenient as the bamboo, with which a house can be constructed with a quarter of the labour and time required if other materials are used. (H. S. E. 1934)

23. I like flowering plants, but I like trees more—for the reason, I suppose, that they are slower in coming to maturity, are longer lived, and that in the course of years, memories and associations hang on their boughs as thickly as do leaves in summer. (H. S. E. 1935)

24. I know of course, that some labour or supervision will always be necessary, since the plough must travel the furrow and the seed must be sown, but I maintain that a tenth part of the labour and slavery now undergone will be sufficient, and that in course of time, as organization perfects itself and discoveries advance, even that part will diminish. (H. s. E. 19 6)

35. When the good man skulked towards the boxes appointed for the Lacedaemonians, that honest people, more virtuous than polite, rose up and with the greatest respect received him among them. (H. S. E. 1937)

26. High up, in lengthy panorama temples lift their curved spires to the sky ; below, crowds of people from all parts pour down the flights of stairs which line the water side: and the water of the broad-bosomed river sweeps past the structures and edifices of the mighty city, to crown a picture which, once seen, is never forgotten. (H. S. E. 1938).

27. When the dinner was over, the host made a brief speech welcoming home the doctor, and expressing his hope

that he would prove of service to his motherland by studying the eastern system of medicine and popularising it. (Delhi Matric. Examination Board, 1929)

28. (*a*) For him I threw lands, honours, wealth away—
And one dear hope that was more prized than they.

(*b*) That you wrong me doth appear in this

(*c*) I perish by this people which I made.
(D. Board 1934)

29. However much we may pretend to be tired of life, it cannot be doubted that most of us cling to it with an eagerness that would be surprising if we did not know how strong the feeling of hope is in the human breast. (M.U. 1882).

30. Where we shall go by and by, no one can tell, but of this we are assured that, were it not for the hope we derive from the promises of religion, our lives would not be worth living. (M. U. 1889)

31. Whatever the circumstances may have been, of this I feel sure that, had he but followed the golden rule which requires that we should do unto others as we would that they should do unto us, he should never have found himself so utterly friendless. (M. U. 1890)

32. I resolved I would say nothing until I knew the worst; so I merely put my head in and said I should be back in an hour to breakfast with him and passed on. (Pun. U. 1900)

33. There is no despair so absolute as that which comes with the first moments of our sorrow, when we have not yet learned what it is to have suffered and be healed. (Pun. U. 1904)

34. Another man whose life I had once saved after he had been tossed by a buffalo, attempted to spear the lion while he was mangling my servant. (C. U. 1922)

N B—For more exercises pick out sentences for analysis indicated in the Unseen Section.

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CHAPTER XIV

DIRECT AND INDIRECT NARRATION

155. When the *actual words* of the speaker are quoted the narration is Direct ; as—

She says to him, "*I am your sister*"

But when the speaker's words are reported without using the actual words, the narration is Indirect ; as—

She says to him *that she is his sister.*

Thus a sentence including Direct narration has two parts—

(*a*) Reporting Part.
(*b*) Reported Speech.

In the above example the introductory clause, *She says to him* is the Reporting Part, while the clause within the inverted commas is the Reported Speech.

156. When a Direct Speech is turned into the Indirect *form*, the following changes are effected :—

1. Change in the *Reporting verb.*
2. Putting in *a suitable connective or phrase* introducing the Reported Speech.
3. Change in *the tense* of the verb (or verbs) in the Reported Speech.
4. Change in *the person* of pronouns in the Reported Speech.
5. Change in the *forms* of certain words.

157. 1. Change in the Reporting Verb :—

(*a*) The Reporting verb is changed into *told*, *added*, *observed*, *remarked*, etc., if the sentence in the Reported Speech is assertive ; e g —

Direct	*Indirect*
1. He said to Ram, "Mohan will go."	He said to Ram (told Ram) that Mohan would go.
2. He said, "Mohan is clever."	He *remarked* that Mohan was clever.
3. He said, "I will kill Mohan "	He *threatened* that he would kill Mohan.
4. He said, "I will help Mohan."	He *promised* that he would help Mohan.

(*b*) It is changed into *asked* or *inquired* if the Reported Speech contains an Interrogative Sentence ; e. g.—

He said to me, "Will you go ?	He *asked* me whether I would go. *or*— He *inquired of* me if I would go.

(*c*) It is changed into *ordered*, *commanded* or *requested*, if the Reported Speech contains an Imperative sentenee; e.g.—

He said to me, "Do it."	He *ordered* (or *commanded*) me to do it.
He said to me, "Please do it."	He *requested* (or *entreated*) me to do it.

(*d*) It is changed into *wished* or *prayed*, if the Reported Speech contains an Optative sentence, *i. e.*, a sentence expressing a *wish or prayer* ; e.g.—

He said to me, "May you live long."	He *wished* me to live long.
He said to me, "May God help you."	He *prayed* that God should help me.

(*e*) It is changed into *exclaimed* if the Reported Speech contains an Exclamatory sentence ; as—

He said, "Hurrah ! I have got it."	He *exclaimed in delight* that he had got it.
He said, "Alas I am undone !"	He *exclaimed sorrowfully* that he was undone.

158 As an exclamatory sentence expresses the feelings of *anger*, *delight*, *surprise*, *resentment*, *hatred*, etc., before changing it into the Indirect Form of Narration *words expressive of these feelings are added to the* Reporting verb ; e. g , in the above example—He said; 'Hurrah ! I have got it."—the Reported Speech contains the *feeling of delight* felt by the speaker. Accordingly, in changing it into the Indirect form *this feeling of delight must be expressed*. Thus the Indirect form of the above is—He *exclaimed in delight* that he had got it.

159. (2) Change in the connective introducing the Reported Speech :—

(*a*) *That* is used in most cases.

(*b*) *If* or *whether* is used in the case of the *Reported Speech* containing an *Interrogative sentence without*

commencing with an Interrogative Pronoun or *Adverb*; e.g.—

He said to me, "Is your father in ?—*Direct*
He inquired of me *if* (or *whether*) my father was in.—*Indirect*.

(c) But if the Interrogative sentence in the Reported Speech *contains the Interrogative Pronoun or Adverb*, no use of *if* or *whether* is made, and either the *Interrogative Pronoun* or the *Interrogative Adverb is itself used as a connective* in the Indirect Speech or it *is altogether dropped out of use*; e g.,

Direct	*Indirect*
He said to me, "What is your name ?"	He asked me what my name was. *or* He inquired of me my name.

160. An Interrogative sentence *is changed into an assertive sentence* in the Indirect Speech. (See the above example.)

In turning Imperative and Optative sentences in the Reported Speech into Indirect narration, the connective *is sometimes dropped and the Reported verb is changed into an Infinitive or else it is altogether omitted.*

(Imperative) He said to me "*Leave* this room."
—*Direct*
He ordered me *to leave* the room.—*Indirect*
(Optative) He said to me, "*May you be happy.*"—*Direct.*
He prayed for my happiness.—*Indirect*.

161. (3) Change in the tense of the verb in the Reported Speech :—

(a) If the Reporting Verb *is in the Present or Future Tense*, the tense of the verb or verbs in the Reported Speech *does not suffer any change in the indirect form*; e. g.—

Direct	*Indirect*
He says, "I *am going*."	He says that he *is going*.
He says, "I *was going*."	He says that he *was going*.
He says, "I *shall go*."	He says that he *will go*.
He will say, "I *am going*."	He will say that he is *going*.
He will say, "I *was going*."	He will say that he *was going*.
He will say, "I *shall go*.	He will say that he *will go*.

(*b*) But if the Reporting verb *is in the Past Tense,* the tense of the verb in the Reported Speech is changed as follows in the Indirect narration :—

Tense of Verb in the Reported Speech in the Direct narrtion	*Tense of the Verb in the Indirect narration*
1. Present Indefinite	Past Indefinite
2. " Imperfect	" Imperfect
3. " Perfect	" Perfect
4. " Perfect continuous	" Perfect continuous.
5. Past Indefinite	" Perfect
6. " Imperfect	" Perfect continuous.
7. " Perfect	(no change)
8. " Perfect continuous	(no change)

PARTICULAR VERBS

Shall	Should (or Would)
Will	Would
May	Might
Can	Could

[*N. B—. Only these verbs are changed as above leaving the following verbs as it is.*]

(*a*) But if the Reported Speech denotes some *general truth,* its *tense remains unaltered* in the Indirect narration : e. g.—

He said, "The Earth *moves* round the sun."—Direct
He said that the Earth *moves* round the sun.—Indirect

162. (4) Change in the *person* of Pronouns in the Reported Speech :—

(*a*) The First Person is changed according to the *Person of the Subject* of the Reporting verb ; e. g.—

1. *I* said, "*I* am glad to learn it."—Direct
I said that *I* was glad to learn it—Indirect

2. *You* said, "*We* are going."—Direct
You said that *you* were going.—Indirect

3. *He* said, "*I* am right."—Direct
He said that *he* was right."—Indirect

(*b*) The Second Person is changed according to the *Person of the Noun or Pronoun, expressed or understood* after the Reporting verb ; *e. g.*—

1. He said to *me*, "*You* are happy."—Direct
He said to *me* that *I* was happy.—Indirect

2. He said to *you* "*You* are happy"—Direct
He said to *you* that *you* were happy.—Indirect

3. He said to *him*. "*You* are happy.—Direct
He said to *him* that *he* was happy.—Indirect

(*c*) The Third person is not changed in the Indirect Narration.

163. (5) Change in forms of certain words :—

Words in the Direct	*Words as they are changed in the Indirect.*
Now	Then
Here	There
Hence	Thence
Hither	Thither
Today	That day
Yesterday	The previous day
Tomorrow	The next day
Last night	The previous night
This	That
These	Those
Come	Go
Ago	Before

For example :—

He said to me, "*Come here*"—Direct
He asked me *to go* there.—Indirect
He said, "I am busy *today.*"—Direct
He said that he was busy *that day.*—Indirect

164. Exception. If, however, the sense of the Indirect Speech is such that the act of reporting is *happening at the same place or at the same time,* there is *no change* in the above words when the sentence is converted into the Indirect Form ; as—

He said to me, "*This* is my house."—*Direct*
He said to me that *this* (the house before him) was his house.—*Indirect*

A few hints—

(*a*) Words *must be added* in the Indirect narration in order to express clearly *the feeling or sense* contained in the Direct Speech.

(b) *Time* and *circumstance* sould be carefully taken into co sideration, and in case of a clash between the *rules* and the *sense*, the *former must be sacrificed*.

(c) All forms of *addresses*, *exclamations*, etc., should be omitted, but the *sense they introduce in the Direct Narration*, should be retained in the Indirect Speech by a suitable modification of the reporting verb.

165. MODEL CHANGES FROM THE. DIRECT INTO THE INDIRECT.

1. Govind says to me, "I am your friend."
   Govind says to me that *he* is my friend.
2. Govind says to me, "You are my friend."
   Govind says to me that *I* am his friend.
3. Govind says to me, "He is my friend.'"
   Govind says to me that *he* is his friend.
4. Govind says to me, "I was your friend."
   Govind says to me that *he* was my friend.
5. Govind says to me, "I shall be your friend."
   Govind says to me that *he* will be my friend.
6. Govind said to me, "I am your friend."
   Govind said to me that *he was* my friend.
7. Govind said to me, "*I was* your friend"
   Govind said to me that *he had been* my friend.
8. Govind said to me, "I *am* befriending you."
   Govind said to me that *he was befriending* me.
9. Govind said to me "I have befriended you."
   Govind said to me that *he had befriended* me.
10. Govind said to me "*I had been befriending* you."
    Govind said to me that *he had been befriending* me.
11. Govind said to me "I was befriending you."
    Govind said to me that *he had been befriending* me.
12. Govind said to me "I shall befriend you."
    Govind said to me that *he would befriend* me.
13. Govind said to me "I may befriend you."
    Govind said to me that *he might befriend* me.
14. Govind will say to me, "I *am* your friend.
    Govind will say to me that *he* is my friend."
15. Govind will say to me, "I was your friend.
    Govind will say to me that *he* was my friend.

16. Govind will say to me, "I will be your friend."
Govind will say to me that *he will be* my friend.
17. Govind said to me, "*Do* it now."
Govind *ordered me to do* it at once (or then).
18. Govind said to me "*Please* do it here."
Govind *requested* me to do it there.
19. Govind said to me, "*Do it*, or I will break your head."
Govind *ordered* me to do it, or he *threatened that he would break my head.*
20. Govind said to me, "*Please do* it for me."
Govind *entreated* me *respectfully* to do it for him.
21. Govind said to me, "If you befriend me, I shall be happy.
Govind said to me that if I befriend him, he would be happy.
22. Govind said to me, "Are you my friend ?"
Govind asked me *whether* (*if*) I was his friend.
23. Govind said said to me, "When will you do it ?"
Govind asked me *when* I would do it.
24. Govind said to me, "Where is your horse ?"
Govind *inquired of* me where my horse was.
25. Govind said to me, "Man is mortal."
Govind said to me that man *is* mortal.
26. Govind said, "I *will come* to you *tomorrow morning.*"
Govind *promised to come* to me the *next morning.*
27. Govind said to me. "May God bless you with children."
Govind *prayed to God to bless me* with children.
28. Govind said to me, "Do it thus."
Govind *advised to do* it in *that manner.*
29. Govind said to me, " Be of good cheer."
Govind *asked me to be* of good cheer.
30. Govind said to me, "I wish you good luck."
Govind *wished me* good luck.
31. Govind said, "Bravo, I like your action."
Govind *approved cf* my action.
32. Govind said, "Alas ! I have failed."
Govind *exclaimed in grief* that he had failed.

33. Govind said to me. Good morning. How are you ?"
Govind *wished me* good morning and *asked* how I was.

34. Govind said to me, "Friend, I love you more than anything."
Govind *addressed me as his friend* and *remarked* that he loved me more than anything.

35. Govind said to me, "Hark, I hear a strange sound."
Govind *directed my attention towards a strange* sound which he heard.

Other Miscellaneous Models

1. *Direct*—"What *is this* strange outcry ?" said Socrates; "I *sent* the women away mainly in order that they might not offend in *this* way ; for I *have heard* that a man should die in peace. *Be* quiet then and *have* patience."

Indirect—Socrates *asked* them what that strange outcry *was*. He *pointed out* that he *had sent* the women away mainly in order that they might not offend in *that* way ; for he *had heard* that a man should die in peace. He *entreated* them, therefore, *to be* quiet and *have* patience.

2. *Direct*—The general, addressing his mutinous troops, said, "You *have brought* disgrace upon a famous regiment. If you *had* grievances, why *did* you not *lay* them before your own officers ? Now you must suffer punishment for your offence before your complaints *can be heard*."

Indirect—The general *told* his mutinous troops that they *had brought* disgrace upon a famous regiment. If the *had* grievances, why *had* they not *laid* them before their own officers? Now they must suffer punishment for their offence before their complaints *could be heard*.

The general *told* his mutinous troops that they *had brought* disgrace upon a famous regiment. *He pointed out* that if they *had* grievances, they should *have laid* them before their own officers. *Finally he ordered* that they must suffer punishment for their offence before their complaints *could be heard*.

Note—**The latter style is the time-honoured style and is of the rigid type, for each sentence in the Indirect form has the distinctive introductory 'Indirect touch.' On the other hand, the former style is freer and preferred by modern authors.**

3. *Direct*—Mohan— *I say, Sohan*, just *bring* me a sheet of writing-paper—will you?—as I must write a letter just *now*.

Sohan—*But where to find it?*

Mohan—*Why*, there *is* plenty in *that drawer*.

Sohan—*Yes*, but that *is* not yours.

Mohan—*Well*, it matters not. *What is the value of a sheet of paper ?*

Indirect—Mohan *called out to Sohan* and *asked* him *to bring* him a sheet of writing paper, as he had to write a letter just *then*. Sohan *asked him where he was to find it* *Thereupon* Mohan *pointed out* that there was plenty in the *drawer before him*. Sohan *admitted that there was plenty*, but *remarked* that *that was* not his. Mohan *retorted* that it mattered not, *for a sheet of paper was of little value*.

[(1) Note that conversational words like 'why' and 'well' have been omitted Also observe several other changes that have to be made although there are no fixed rules for them. The sense and spirit in the Direct form should find full expression in the Indirect form by means of suitable alterations in the construction of sentences.

(2) Note how the last interrogative sentence, which is interrogative in form only with a negative sense, is rendered in the Indirect form of Narration]

4. *Indirect*—Lying on his death-bed, he told his dear son that he was leaving the world and all its enjoyments for good. He had the satisfaction of dying in peace as he had lived a saintly life. Therefore he advised his son to follow in his footsteps to be called worthy of his forefathers.

Direct—Lying on his death-bed, he said, "My dear son, I am leaving the world and all its enjoyments for good. I have the satisfaction of dying in peace as I have lived a saintly life. Therefore, follow in my footsteps to be called worthy of your forefathers."

***N. B*—While changing an Indirect into the Direct form try to reproduce those words which would tally with the given passage when they are converted into the Indirect form. Mistakes, if any, will be readily detected if an attempt is made to re-convert your rendering in the Direct into the Indirect form as in the given passage.**

EXERCISES ON DIRECT AND INDIRECT FORMS OF NARRATION

1. Put the following passage into the Indirect Speech as reported by the shepherd :—

He addressed the shepherd saying, "Shepherd, if love or gold can in this desert place procure us entertainment, I pray you bring us where we may rest ourselves, for this young maid, my sister, is much fatigued with travelling, and faints for want of food." (U. P. 1920)

2. Put the following into the Indirect Speech as reported by B. Begin thus—A said to me that............

"If I am in any danger, I shall give you my ring as a sacred trust, and you will carry it to my mother to show her that you were faithful to me to the last. You will tell her how I died, and she will believe you and honour you, and she will know that the message you bring is true." (U. P. 1921)

3. Put the following passage into the Indirect Speech as reported by B. Begin thus—A wrote to me that........ ...

'Your letter only reached me here early this morning and I have not had time to find out whether there is any truth in what you write. If you come to my house tomorrow, I will tell you what I have been able to learn. Will this be convenient to you? If you come, do not come too early.' (U. P. 1922)

4. Put the following conversation into the Indirect Speech, beginning thus—My friend asked me...........

"Have you seen my brother?" my friend asked. "No." said I; "did you expect to find him here?" "Certainly," he replied, "for he set out to visit you early this morning and I cannot understand why he is not with you. Please send me a message tomorrow if he comes. (U. P. 1923)

5. Turn the following passage in to the Indirect Speech :—

"Pray friend" I asked, "what might this cap have cost originally?' "That, Sir," says he, 'I don't know : but this cap is all the wages I have for my trouble." "A very small recompense, truly." said I. "Not so very small," said he, " for every gentleman puts some money into it and I spend the money." (U. P. 1924)

6. Turn the following passage in to the Direct Speech:—

My son requested my daughter kindly to make his house ready for him when he returned the next day from the journey which he was taking to fetch her child home. His sister answered that since 1 would also be arriving home on that day she would not be able to do the work herself but would send our head-servant. (U. P. 1925)

7. Rewrite the following in the indirect form of speech :—

"Do you still think there is much danger ?" asked the lady. "To them that have reason to fear death," replied the sailor ; Listen ! Do you hear that hollow noise beneath you ?"

"Yes," replied the lady, "it is the wind driving by the vessel."

"No, it is the poor vessel itself," replied the sailor, "giving her last groans. The water is breaking upon her decks, and in a few minutes this beautiful ship will become like chips of wood." (U. P. 1926)

8. Put the following passage into the words which the boy would use in relating the story :—

He inquired of him why he did not go into the neighbouring forest; where he would find plenty of them. To which the lad answered, it was the king's forest, and he would punish him with death if he trespassed there. The royal forests were very extensive in Mexico and were guarded by laws full as severe as those of the Norman tyrants in England. "What kind of man your king is ?" asked the monarch, willing to learn the effect of these prohibitions on his own popularity. "A very hard man," answered the lad, "who denies his people what God has given them " (U. P. 1927)

9. Report the following passage in the Indirect Speech:—

"When I was a boy, my father frequently repeated to me a proverb of Solomon—"Seest thou a man diligent in his business? he shall stand before kings"; I thence considered industry as a means of obtaining wealth and distinction ; which encouraged me, though I did not think that I should ever literally stand before kings:—which, however, has since happened ; for I have stood before five, and even had the honour of sitting down with one, the King of Denmark, to dinner." (U.P. 1928)

10. Write the following in the Indirect form:—

"I received one morning," Johnson told me, "a message from poor Goldsmith that he was in great distress, and as it was not in his power to come to me, begging that I would come to him as soon as possible. I sent him a guinea and promised to come to him immediately. I accordingly went as soon as I was dressed and found that his landlady had arrested him for his rent, at which he was in a violent passion. I perceived that he had already changed my guinea, and had got a bottle of Madeira and a glass before him. I put the cork into the bottle, desired he would be calm, and began to talk to him of the means by which he might be extricated. He then told me that he had a novel ready for the press, which he produced. I looked into it, and saw its merits; told the lady I would soon return: and having gone to a bookseller, sold it for sixty pounds. I brought Goldsmith the money, and he discharged his rent not without rating his landlady in a high tone for having used him so ill." (U. P. 1929)

11. In the following passage turn the Direct into the Indirect form of narration and the Indirect form into the Direct form :—

When Santoba saw her come, he said, "Woman, why have you come to trouble ? Go back the way you came." Nay, I cannot leave you," said his wife ; "no matter what you do you will always be my beloved husband." "If you are willing to stay with me," replied Santoba, "give all your rich clothes and jewellery to the poor." When Santoba grew hungry, he bade his wife go into the town and beg for food. (U. P. 1930)

12. Report the following dialogue in the Indirect form of narration :—

"Can you tell me, pretty maiden," askep Hercules "whether the right way to the garden of the Hesperides lies through this ?"

"The garden of Hesperides!" cried she, "we thought mortals had been weary of seeking it, after so many disappointments. And pray, traveller, what do you want there ?"

"A certain king, who is my cousin," replied Herculers, "has ordered me to get three of the golden apples."

"Most of the young men who go in quest of the golden apples," said the maiden, "desire to obtain them for them-

selves, or to present them to some fair maiden whom they love. Do you, then, love this king so very much ?" (U. P. 1931)

13. Turn the following into the Indirect form of narration :—

"Pool," said the lawyer, "if you say that, it will become my duty to make certain. Much as I desire to spare your master's feelings, much as I am puzzled by this note, which seems to prove him to be still alive, I shall consider it my duty to break in that door."

"Ah, Mr. Utterson, that's talking !", cried the butcher.

"And now comes the second question," resumed Utterson: "who is going to do it ?"

"Why, you and me, sir ?" was the undaunted reply.

"That is very well said," returned the lawyer; "and whatever comes of it, I shall make it my business to see you are no loser."

"There is an axe in the theatre," continued Pool; "and you might take the kitchen poker for yourself."

The lawyer took that instrument and balanced it.

"Do you know, Pool," he said, looking up, "that you and I are to place ourselves in a position of some peril ?" (U. P. 1932)

14. Turn the following into the Indirect form of narration making Steerforth the narrator :—

"What money have you got, Copperfied ?" Steerforth said, walking a side with me when he had disposed of my affairs.

I told him seven shillings.

"You had better given it to me to take care of ;" he said, "at least, you can if you like. You need not, if you don't like."

I hastened to comply with his friendly suggestion, and opening Peggoty's purse, turned it upside down into his hand.

"Do you want to spend anything now ?" he asked me.

"No, thank you, " I replied.

"You can if you like, you know," said Streeforth, "say the word."

"No. thank you, sir," I repeated. (U. P. 1933)

15. Put the following conversation into the Indirect form of narration :—

Ulysses—Mother, I had to come here to consult the old prophet Tiresias. I have never yet been near Greece nor set foot on my native land and have had nothing but one long run of ill luck from the day I set out to fight at Troy. But tell me how you came here yourself. Tell me also about my father and my son. Is my property still in their hands or has some one else got hold of it who thinks that I shall not return to claim it? How again is my wife conducting herself? Does she live with her son or has she married again?

Anticleia—Your wife is still mistress of your house but she is now in very great straits and spends the greater part of her time in tears. No one has actually taken possession of your property and Telemachus still holds it; your father remains in the old place, and never goes to town; he is very badly off and has neither bed nor bedding. (U. P. 1934)

16. Convert the following into the Indirect form. Avoid putting words in brakets. Try to make your version read like a straightforward story.

Pahom distributed presents to the Bashkirs who were delighted and asked the interpreter to translate. 'They wish to tell you,' said the interpreter, 'that they like you, and that it is our custom to do all we can to please a guest. You have given us presents; now tell us which of the things we possess pleases you best that we may present them to you.' 'What pleases me best here,' answered Pahom, 'is your land. My land is crowded and the soil exhausted; but you have plenty of land. I never saw the like of it.' The chief replied in Russian, 'Well, let it be so. Choose whatever piece of land you like: we have plenty of it.' 'Thank you,' Pahom said aloud, 'you have much land and I only want a little. But I should like to be sure which bit is mine. Could it not be measured and made over to me?' (U. P. 1935)

17. The following passage is in the Direct form and the Present tense. Change it into the Indirect form and the Past tense.

On the steps of a church, awaiting the coming up of the tumbrils, stands the spy wondering whether Evremonde has betrayed him. He looks into the first tumbril: not there. He looks into the second; not there. He already asks himself: 'Has he sacrificed me?' when his face clears as he looks into the third. 'Which is Evremonde?', says a man behind him.

'That. At the back there.'
'With his hands in the girl's?'
'Yes.'

The man cries "Down, Evremonde! To the guillotine all aristocrats, Down, Evremonde !"

"Hush, Hush !" the spy entreats him timidly.

'And, why not, citizen ?

'He is going to pay the forfeit ; it will be paid in five minutes more. Let him be at peace.'

But the man continuing to exclaim, 'Down, Evremonde!', the face of Evremonde is for a moment turned towards him. Evremonde then sees the spy, looks attentively at him, and goes his way. (U. P. 1936)

18. Convert the following into the Indirect narration :—

'Gentlemen,' said Mr. Lincoln, 'let us not disgrace the age and country in which we live. This is a land where freedom of speech is guaranteed. Mr. Baker has a right to speak, and ought to be permitted to do so. I am here to protect him, and no man shall take him from this stand if I can prevent it.' (U. P. 1937)

19. Convert into the Direct speech:—

The doctor, welcoming Sir Alan Cobham back to his native land, said that the last ten years had seen great advances in æronautical science. The advance had been general: there had been progress in the mathematical science, scientific engineering and piloting branches, and the doctor expressed the opinion that Sir Alan Cobham stood in the first rank of those responsible for that progress. He felt that he was voicing the thoughts of all present at that meeting when he said that the knighthood which His Majesty the King had graciously bestowed upon Sir Alan was well deserved. (U. P. 1938)

20. Rewrite the following passage in the form of a dialogue :—

In a minute one of the men came to get the table ready and Ghafoor questioned him about the master. The man thanked God that Ghafoor had come. Ghafoor asked him why he thought so. The man answered very respectfully that they had been starving for the last three months. They would have a chance then of having a little broken meat. Ghafoor thought how cruel some masters were.

21. Given below is the report of a conversation which some boys had with a gentleman who came to deliver a lecture at their school. Rewrite this as it happened actually; that is to say, put it in the Direct form of narration :—

He told us that the way to success lay through hard work. His own life had been one long struggle against poverty. But at no time had he known real want. Work, work, work till you are too tired to work, had been his motto all his life. When some of us asked him how he kept up his health in that wonderful way, he replied that work is exercise itself. But we asked him if overwork had not produced any ill effects on his mind. His answer accompanied by a smile was emphatically in the negative. (.U P. 1930)

22. Convert the following from the Indirect to the Direct :—

A King who had paid a large sum in advance to strangers for the purchase of some horses told his minister to prepare a list of all the fools in the kingdom. The minister told him that he had done so already and placed the king's name at the top of the list. The King, being angry, asked him why he had done so. To which the minister replied that the fact of His Majesty's having given so much money to strangers without knowing where they lived, was a clear proof of folly. The King then asked him what he would do if the strangers brought the horses that he had paid for. The minister answered that he would in that case, strike His Majesty's name off the top of the list of fools and put the strangers' names there in its place. (U. P. 1931)

23. Convert the following from the Direct into the Indirect :—

"You are wiser than you were, King Midas said to the stranger looking seriously at him. 'Your own heart, I perceive, has not been entirely changed from flesh to gold. Were it so, your case would indeed be desperate. But you appear to be still capable of understanding that the commonest things such as lie within everybody's grasp are more valuable than the riches which so many mortals sigh and struggle for. Tell me now, do you sincerely desire to rid yourself of this Golden Touch?" "It is hateful to me," replied Midas. Go then," said the stranger, 'and plunge into the river that glides past the bottom of your garden. Take likewise a vessel of water and sprinkle it over any object that you desire to change back again from gold into its former substance. If you do

this in earnestness and sincerity, it may possibly repair the mischief which your avarice has occasioned." (P. U. 1932.)

24. Convert the following into the Indirect Speech :—

"I am not in favour of all this folly of yours," said Jones, "you ought to be ashamed of yourself for behaving in this manner now that we are faced with a more difficult problem than we had to solve for some time." "I shall act as I choose," replied Smith. "I may have not your brains, but I have more than your courage. These are indeed difficult times, but it is a bad workman who quarrels with his tools. Let us face it as best as we can, and all will be well." (P. U. 1933).

25. Rewrite the following in the Direct Speech :—

The master reminded that servant that he had told him before that he was not to wake him when he was asleep. He ordered him, therefore, to leave his service and forbade him ever to let see his face again.

26. (*a*) Rewrite the following in the Direct Speech :—

He told me that he could not say that he had such experience, but he had passed all the tests and could satisfy me with regard to his character.

(*b*) Rewrite the following in the Indirect Speech :—

The Magistrate said, "Do you not come from a distance? What are you doing so far from home? Surely it would have been better for you to have laid your complaint at the *thana* instead of coming to me, when you see I am busy." (P. U. 1938).

27. Rewrite in the Indirect narration :—

Zal called Rustam to him and said, "You are very young, my son, and games are more suited to your years than battles, but you are as strong as an elephant. Can I send you without fear to the war which is before us?" "I am young truly," said Rustam, "but I do not fear to face danger. Why should I live idly, and play games, when enemies are in the land? Give me now a good club and a horse, for I am ready to go forth to battle."

(Delhi Board, 1929).

28. Rewrite in the Indirect :—

"That it is the difficulty"; replied the chief, "it is your treasure and I have it. And what is more, I mean to keep it I am very much afraid you will have to come with us to

South America. You cannot escape so long you are on board the ship, so I advise you to behave yourselves if you want to be treated kindly. What I shall do with you when we reach the end of the voyage remains to be seen." (D. B. 1930).

29. Rewrite in the Direct narration :—

George who was very fond of his school told his friend that his (George's) school was a little world of its own. It had its own peculiar customs, its own special names for things, in some cases its own special games.

The boys talked almost a language of their own. Everything was done in the school by the boys themselves, under the guidance of their teachers. There were traditions that had to be respected, and any one who trod on them, scholar or treacher, was sure to come to grief. (D: B. 1931).

30. Change each of the following to Direct or Indirect form of Narration as the case may be :—

(*a*) "Ah," said the Fairy, "that is a brave good boy. But you must go further than the world's end."

"Oh dear!" said Tom, "but I do not know any way to Shinywall, or where it is at all."

He asked all the beasts of the sea which was the way to Shinywall.

(*b*) Portia spoke sweetly of the noble quality of mercy, as would have softened any heart but the unfeeling Shylock's, saying that it dropped as the gentle rain from heaven upon the place beneath ; and how mercy was a double blessing, it blessed him that gave, and him that received it ; and how it became monarchs better than their crowns, being an attribute of God himself ; and that earthly power came nearest to God's in proportion as mercy tempered justice.

(D. B. 1932)

31. Change each of the following to Direct or Indirect form of narration as the case may be :—

(*a*) "Will you give me lodging for one night?" asked the weary traveller. "Yes," said my father, "you are very welcome."

(*b*) "Ah me ! " exclaimed the Queen. "What a rash and bloody deed you have done ! "

(*c*) The traveller inquired of the peasant if he could tell him the way to the nearest inn. The peasant replied that he

could, and asked whether the traveller wanted one in which he could spend the night. The traveller answered that he did not wish to stay there, but only wanted a meal. (D. B. 1933)

32. Change the following into Direct or Indirect form as the case may be :—

(*a*) My friend asked me if I wanted a book, for he had received twenty interesting books from his uncle who had a very good library. I told him that I was not allowed any reading for a month on account of my bad eyes. He sympathised with me and promised to send me some when I was better.

(*b*) He said to them all, "Good-bye, my friend." They responded, "may God be with you."

(*c*) Little Boy: "What a beautiful bicycle you have got!"
Little Girl: "Auntie gave it to me."
Little Boy: "I wish my aunts gave me such lovely present." (D. B. 1935)

33. Rewrite the following in Direct or Indirect speech as seems to be necessary :—

(*a*) He said, "When do you intend to leave Delhi?" I said, "Today is the day of examination. I cannot leave now. I hope to do so tomorrow."

(*b*) He was full of questions, asking if he might give the dog a biscuit, and what he was to do if another dog barked at it, and if I would show him how to fix the lead on the collar and a lot of stuff like that. (D. B. 1935)

34. (*a*) Change into Direct form of speech :—

The trumpeter begged that he might be spared. He pleaded that he had slain no man, that he carried nothing more than a trumpet which was merely a signal for battle, and that no one had ever yet been killed by a trumpet.

(*b*) Convert the following into Indirect form :—

The hare went to the sheep and said, "You see the great danger I am in. Will you not protect me?" The sheep said, "I must not make the dogs angry, for dogs sometimes kill sheep as well as hares." (D. B. 1937)

35. Change in Indirect form of narration :—

"Will you help me against a rogue who has insulted me?" asked a schoolboy of the constable who was standing by the side of a crossing.

"I will gladly do so," replied the man, "where is he? Only, point him out to me and I shall arrest him."

"He was just now here, but I do not find him where I saw him; let us follow him," said the boy.

"Dear friend," answered the constable, "do you not see I am on duty? It is risky to leave the post unless there is the temptation of some reward."

(36) Rewrite in the Indirect speech :—

"Very admirable grapes, these!" observed Quicksilver. "Pray, my good host, whence did you gather them?"

"From my own vine," answered Philemon. "You may see one of its branches twisting across the window yonder. But wife and I never thought the grapes very fine ones."

"I never tasted better," said the guest. "Another cup of this delicious milk, if you please, and I shall then have supped better than a prince."

(37) Change into Indirect narration :—

"How, boy," said the queen, "neither gold nor garment! What is it thou wouldst have of me, then?"

"Only permission, madam—if it is not asking too high an honour—permission to wear the cloak which did you this trifling."

"Permission to wear thine own cloak, thou silly boy!' said the queen.

"It is no longer mine!" said Walter, "when Your Majesty's foot touched it, it became a fit mantle for a prince, but far too rich a one for its former owner."

(38) Convert into Indirect form of narration:—

Queen Philippa, her eyes streaming with tears, threw herself on her knees amongst the captives, and said. "Ah, gentle sir, since I have crossed the sea, with much danger, to see you, I have never asked you one favour, now I beg as a boon to myself, for the sake of the son of the Blessed Mary, and for your love to me, that, you will be merciful to these men!"

"Dame, dame", exclaimed the king, "wouldst that you had been anywhere than here! You have entreated in such a manner that I cannot refuse you; I therefore give these men to you to do as you please."

(39) 'Alas!' replied the prince, 'are creatures so weak and foolish as to be proud of the youth by which they are intoxi-

cated not seeing the old age which awaits them! As for me, I go away. Coachman, turn my chariot quickly. What have I, the future prey of old age,—what have I to do with pleasure[?'

Turn the above as reported by the coachman.

(40) Turn into Indirect speech the following:—

"Well, Hardy," said Nelson "how goes the day with us?" "Very well," replied Hardy; "ten ships have struck, but five of the van have tacked, and show an intention to bear down upon the Victory. I have called two or three of our fresh ships round, and have no doubt of giving them a drubbing." "I hope," said Nelson, "none of our ships has struck." Hardy answered, "There was no fear of that."

CHAPTER XV.

Position of Words and Order of Phrase and Agreement of Subject and Verb.

166. Position of Words in a Sentence

The Adjective

The Attributive use

(1) Keep the adjective as close as possible to the noun it qualifies; *e.g.*, a *proud* man; an *honest* friend.

(2) In poetry it may be placed *after* the noun; *e.g.* The old man *eloquent*. (Byron).

(3) If the adjective is linked to a qualifying phrase, it must come *after* the noun; as, A question too *urgent* to be postponed; An author *intimate* to all.

(4) If several adjectives qualify the same noun, they can come *before* or *after* that noun:—A house *small, cosy* and *decent*; or, A *small, cosy* and *decent* house.

(5) Sometimes an adjective is placed after the noun for the sake of emphasis:—

Things *heavenly* are not for beasts.

(6) Adjectives used as titles always come after the noun:—Akbar the *Great*; George the *Sixth*.

(7) Adjectives come after the noun in the following as a matter of usage:—The body *politic*; Blood *Royal*; Heir *apparent*; Knight-*errant*; Sum *total*; An evil *incarnate*; Point-*blank*; Things *temporal*; etc.

The Predicative Use

If the adjective is used predicatively, it is a part of the sentence; as, He is *ill*; Mohan became *rich*.

1. If the verb is *intransitive* or in the *passive voice*, the adjective is used predicatively; as.

All Jews *are* wealthy. (Intransitive).
He *is considered* foolish. (Passive Voice).

2. If the verb is Factitive and in the active voice, *the adjective is used predicatively after the object*; as, Doctors *made* me *healthy*. The jury *declared* him *innocent*.

3. If emphasis is required, the predicative adjective (or participle) may be placed first; as.

Noble are his deeds.
Acquitted you are.
Bitter is a friend's deceit.

The Adverb

1. It is generally placed before the word or words it modifies; as, The banana is *quite* rotten; He answered *rather* rudely; He acted thus *merely* because he was needy; He stood *just* behind me.

Exception:—He is stupid *enough* to misbehave, (*enough* modifies *stupid*, but comes after it)

2. If the adverb modifies an *intransitive verb*, it follows the verb; as, He acted *foolishly*; He ate *heartily*.

3. If the adverb modifies a transitive verb, it must either come before the verb or after the object; as.

He beat the dog *severely*. (*after object the of the verb*)
Ho *briefly* repeated the topic. (*before the verb*)

But if the object with its adjuncts is quite lengthy, the adverb may occur between the verb and the object; as, He punished *mercilessly* all who had opposed him.

4. The adverb is generally placed between the auxiliary verb and the principal verb; as,

I have *not* done my duty; He has *closely* followed his master.

5. The position of the adverb sometimes depends on the sense required to be conveyed.

Happily he did not die. (Happily=it was lucky that;
He did not die *happily*. (Happily=in a happy mood)
Only he stole the watch of his master.
('Only' is an adjective here. 'Only' signifies *none else but*).

He *only* stole the watch of his master.

(Stole only; did not sell or break it. Adverb, modifies 'stole.')

He stole the watch of his master *only*.
(Not the watch of any of his neighbours. Adverb, modifying the phrase 'of his master.')

Relative and Antecedent

The relative pronoun or relative adverb must come as close as possible to the antecedent; otherwise, the sentence becomes nonsensical sometimes; e.g.,

1. My wife and I want a *boy-servant who* is an orphan for our child (makes good sense).

My wife and I want a boy-servant for our *child who* is an orphan. (nonsensical).

2. A *man who* is about to die should pray to God (makes good sense).

A man should pray to *God who* is about to die. (nonsensical).

Preposition and Object.

The preposition is placed before its object, but the following exceptions, are to be noted:—

1. When the object is 'which,' 'what' or 'whom,' the preposition *sometimes* occurs at the end of the sentence; as, *Which* of these beds did you lie *in*?

This is the man *whom* I was looking *for*.

2. When the object is the relative pronoun 'that,' the preposition *always* comes last; as, This is the book *that* I was looking *for*.

3. When the object (a relative pronoun) is understood, the preposition always comes last; as,

This is the book I was looking *for*.

Subject and Object.

Generally the subject is placed before the verb, and the object, after the verb.

Exceptions:—

1. If the verb is intransitive with an introductory adverb; as, There *is* the *house* in ruins.

2. If the verb is used in moulding a question; as, How *came* you to know him? Where *are* your friends?

3. In the subjunctive mood expressing a wish; as, Long *live* Revolution!

4. For the sake of emphasis; as,
Vast was the *sea*. Blessed are the *meek*.

5. When two clauses are joined by correlative conjunctions, the subject in one of the clauses is generally put after the verb; as,

As men sow, so will *they* reap. (as, so).

No sooner did *we* enter the house than it shook violently. (No sooner, than)

So weak was *he* that he had to be carried bodily. (so, that)

6. When the object precedes the verb, the subject must follow it ; as,

Silver and gold have *I* none.

7. When the object is a relative or interrogative pronoun ; as,

The house *that* Jack built is old. (Relative pronoun)
Which do you choose ? (Interrogative pronoun)

167. ORDER OF PHRASES IN A SENTENCE

A faulty arrangement of phrases in a sentence is a serious defect in style; for, apart from loose construction, the real sense intended to be conveyed may be vague or distorted. Or, the sentence may become entirely nonsensical.

Illustrations :—

(A) *A set of ill-arranged sentences :—*

1. Wanted a man to look after dogs *with a first class character.*

2. I wounded a goat which was eating my cabbages *with a piece of stone.*

3. The table was sold for ten rupees *which he had damaged slightly.*

4. In a few minutes I met twenty donkeys *driving in my car.*

(B) *The above sentences rewritten correctly* :—

1. Wanted a man *with a first-class character* to look after dogs.

2. *With a piece of stone* I wounded a goat which was eating my cabbages.

3. The table *which he had damaged slightly* was sold for ten rupees.

4. *Driving in my car*, I met twenty donkeys in a few minutes.

N. B. It will, therefore, be readily inferred from the above illustrations that words or clauses qualifying particular words in a sentence should be placed as close as possible to the words they refer to.

EXERCISE.

Rewrite the following sentences, improving the arrangement :—

(A) By changing the position of the italicized words only :—

I met a *loved by all* paint. *The Seventh* Edward was the king of England. *The Pleasure seeker* Jehangir had left all state affairs in the hands of Nur Jehan. The total *sum* of his efforts was zero. Dara was the *apparent* heir to the Mughal throne. The Buddha was *incarnate* God. The Judge declared *innocent* the accused. Careful parents keep *cheerful* their children. The apple is rotten *absolutely*. They sang songs *melodious*. He behaved rashly *rather*. He *stupidly* acted. He loved *dearly* his master He treated *unkindly* his parents. His fame *far and wide* spread. He was *only* the son of his father. He was my friend and supporter *only*. You *may* live long! No sooner we *had* reached the station than the train started. *Of* what this table *is* made?

(B) By changing the order of the italicised portion in each sentence:—

He wants to build a church for neighbours *two hundred feet high*. They left the town where they had been stopping *in an aeroplane*. As Jehangir was fond of Nur Jehan, he thought of marrying her *more than once*. I passed my holidays in a chair *with legs swollen*. He killed a tiger that was eating a lamb *with a gun*. The culprit should be punished by the judge *who had stolen his friend's money*. A governess is wanted for a child *thirty years old*. He came across fifty dead persons *motoring along the main road*. In the last earthquake ten *only* lives were *fortunately* lost. My friend received a wound in a leg *of no importance* Mahatma Gandhi has denounced violence *as well as Pandit Jawahar Lal Nehru*.

168. Agreement of Subject and Verb

Subject and Verb

A verb agrees with its subject in number. This rule of agreement between the subject and its verb is, however, frequently broken in the following cases:—

1. When two or more subjects are joined by *and*, they take a verb in the plural; as—

China, Japan and Burma are seats of Buddhist civilization.

2. When two or more associated nouns of different numbers appear to precede a verb, the real subject has to be discovered according to sense; as—

(*a*) A number of boys *was* turned out of the school. (It is incorrect to say *were turned out* because the real subject of the verb is *number* which is singular and *not* 'boys.')

(*b*) The bounties of God *are* manifold, (Here it is incorrect to say *is*, for the real subject as *bounties*.)

3. But if two nouns associated together are intended to express a *single* notion, the verb must be *singular*; as—

(*a*) *Rice and curry* was placed before him.

(*b*) *The Duties of Man* is a work of Joseph Mazzini Here *rice and curry* stands for one *single* thing;

The Duties of Man is the title of a book.

4. Two or more singular subjects joined by *or* or *as well as* take a *singular* verb.

Her *or* she *has* done it.
Ram *as well as* Krishna *is* wrong.

5. Two singular subjects joined by *either...or* or *neither ...nor* take a singular verb, as—

Either the teacher *or* the pupil *is* to blame.
Neither Mohan *nor* Kamala *is* right.

6. Words plural in form but singular in sense take a singular verb, while words singular in form but plural in sense take a plural verb; as—

My *means is* not enough. [*Means* is plural in form but singular in sense.]

Simple *folk* are happy. [*Folk* is singular in form but plural in sense.]

7. If the subject be a collective noun, we should remember the following rule.—

(*a*) It takes a singular verb if we are thinking of a group as a whole *acting together as one* unit; as—
The crowd *moves* forward. (Here the crowd is acting together *as one body.*)

(*b*) It takes a plural verb if we are thinking of the constituents of the group acting *individually*; as—
The crowd *were scattered* by the police. [Here people forming the crowd were acting *individually*, each person running in a *different* direction.]

8. A Relative pronoun that relates to singular noun takes a singular verb, while one that relatives to a plural noun takes a plural verb after it; as—

We secured the best friends who *were* available.
[Here *who* relates to *friends* which is plural.]
I know the man who *has stolen* my watch.
[Here *who* relates to *man* which is singular.]

EXERCISE. Fill in the blanks appropriate forms of the verb *to be* :—

A quantity of tomatoes——purchased. Germany, Japan and Italy——fighting against England. The charms of solitude——many. Bread and butter——necessary to keep us alive. The Arabian Nights' Entertainments——edited by Andrew Lang. She as well as they——going away. Cart

and horse——ready. Neither the father nor his children—— trustworthy. A Governor-General and Viceroy——appointed for five years. The Pickwick Papers——full of humorous stories. Truth and justice——honoured by all. The murderer and thief——punished with death. The flock——scattered by the dogs. The herd——going to drink water. Neither of the tired boys——able to run hard. The news given by children——incorrect. Measles——spreading in the town. The Indian people——not satisfied with the present state of affairs. He gave me a sum of twenty rupees which——with him. One of the two pens which——yours——broken. One of the boys——hurt in the match.

HOW TO ATTEMPT UNSEEN PASSAGES

(A) Summarising or Precis Writing

Let it be noted that following words—

Summary, Precis Substance, Gist—mean practically the same thing, *viz*, abridged statement or shortened form of a passage.

(a) The Length of a good Summary

The size of a summary should be roughly one-third of the given passage *or* less.

(b) Essentials of a Summary

1. It should be brief and to the point.
2. It should be a connected piece of composition.
3. No important ideas should be missing.
4. The order of ideas in the summary should conform as far as possible to that in the passage.
5. Dialogues or direct forms of narration shoul be briefly stated by means of a sentence or two conveying the main ideas therein.
6. Words or phrases should never be borrowed from the passage to give your composition a bright look.
7. Supply a suitable heading to your summary even if the passage has none. This is very important.
8. Above all, use simple English. A high-flown style has no place in a summary.
9. Unimportant ideas or minute details should be omitted by all means.

(c) Choice of a Suitable Heading

1. It should be a word or phrase, or a very short sentence not exceeding a line of your note-book.

2. The heading should cover the whole topic and give the central idea as far as possible. In a story, however, the name of the hero, the name of some outstanding object, a proverb or even some apt quotation may serve the purpose.

3. All the *important* words in a heading or title should begin with capital letters.

4. Above all, it should be brief and to the point.

(d) How to Summaries

1. Read the passage as thoroughly as you can. Sometimes you may have to read it three or four times.

2. Hunt for a suitable heading bearing in mind the points given above.

3. Enclose within brackets the portions that convey the main ideas on which the whole passage revolves.

4. Now draft (if necessary) a summary in the telegraphic form to include the main ideas.

5. In the above add any important idea left out or subtract any trivial point that has crept in.

6. Now connect this outline summary (in the telegraphic form) into one continuous piece of composition by adding the minimum words necessary from the grammatical or idiomatic point of view.

7. Finally compare your summary with the original passage and judge it the size of the summary is all right. If it is too big, curtail it further. Do not forget to put down the heading or title,

(c) An Illustration

(Summary of Unseen Passage No. 12 ahead)

(1) Heading :—

Subhasini ; A Family curse ; An Unhappy Family ; The Unwanted Daughter.

[N. B. Choose one of the above. The last seems best.]

(2) Summary in the Telegraphic Form :—

Subhasini—dumb—a dark future—no prospect of marriage

—parents unhappy—the girl broods—lives apart—her inner feelings—the attitude of the mother—the father's love for her.

(1) The Summary :—

THE UNWANTED DAUGHTER

Subhasini was born dumb. Her parents felt most miserable, for no husband could be found for her. The more people discussed her future, the more unhappy she grew. She realized that she was a curse to the family ; she brooded over her sorrow all alone. The mother regarded her as a personal blot but the father loved her dearly.

Number of words in the passage :—185
Number of words in the summary :—59

(B) How to answer questions on Unseen Passages.

There is no royal road to achieve success in this ; it depends on the general knowledge and ability of the student. The wider his reading, the easier will be his comprehension of an unseen passage. Here we can only give a few hints about the right procedure and leave the rest to the student himself.

(a) How to proceed and answer the general questions

1. Read the passage slowly and as carefully as you possibly can. You may have to read it again and again till you are able to understand what it is about.

2. Never be upset by a few strange words appearing in the passage. Remember your main purpose is to grasp the general sense of the passage as well as the gradual development of ideas in it and the connections between them.

3. Now pick out one by one the general question based on the passage. Take the first question first

4. In the passage find out exactly that portion which gives you the answer to this question. Also underline the sentences in the passage.

5. After this frame your answer on the basis of the underlined portions *using your own wards* Remember that you are at liberty to state your answer in more than one sentence as long as you keep to the point. The answer should be neither too long nor too short.

(b) How to explain the italicised portions

1. Explanation *does not mean* paraphrasing or repeating the same thing by substituting easier words for difficult ones.

You should generally *change the construction* and explain *at length* the italicised portion in simple English. At the same time care should be taken to avoid being unnecessarily lengthy.

2. Allusions, metaphors or other figures of speech (*vide* Chapter on Figures of Speech in Section IV) should be made quite clear and expressed in simple language. Proverbs or idiomatic expressions that are peculiar to English and terse expressions should be explained fully in *simple, straight-forward English*.

(c) When to attempt the questions on grammar

It must be realized that the questions on grammar—parsing, analysis and the like—can never be satisfactorily answered without understanding well every bit of the passage.

(d) An illustration—Prose

(Unseen Passage No. 14 ahead)

A few italicized portions explained :—

A prophet has no honour in his Own Country.

There is not much novelty about a prophet in his own country. He is rather commonplace, so his teachings are not valued by his own countrymen to the same extent as in foreign countries. Therefore he is not worshipped and adored in the land of his birth.

Irresistibly fascinating :—

One cannot help being charmed by the remarkable fact that Buddha, the founder of a world religion, never travelled far from Benares; still his teachings spread far and wide beyond India. This is rather strange and strikes the mind without fail.

His long life of four-score years :—

Buddha lived full eighty years. Eighty years make a very good span of life. During this long period Buddha never travelled far from Benares. This is a unique feature in the life of a founder of a world-religion. [One score = 20; four score = 80.]

(e) An illustration—POETRY

(Unseen Stanzas No. XXI ahead)

1. A few italicized portions explained :—

No worldly waves my mind can toss :—

The peace of my mind cannot be spoilt by any disturb-

ance in my surroundings. Here 'mind' is compared to a boat, and 'worldly waves,' to outside turmoil.

I loathe not life :—I have no feelling of disgust towards life.

My conscience clear my chief defence :—

My sense of security lies mainly in the fact that I have no guilty conscience which may prick me off and on and make me miserable.

2. A suitable title to the poem may be : —

"How I live" or "My peaceful life."

3. A Paraphrase (or rendering in simple prose of both the stanzas :—

I never jeer at another's misery, but help him. Outside turmoil can never mar my inner peace. I neither fear an enemy, nor do I flatter a friend. I do not scorn life or fear death. Sound health and a carefree life are my assets; a clear conscience free from bribe-giving and deceit is my security. How I wish the world were like me!

4. Purport (or summary) of both the stanzas .—

A HAPPY LIFE

Sympathizing with others, undisturbed by surroundings, friend or foe, scorn of life or fear of death, I live a healthy, carefree and clean life, wishing the world to follow suit.

Number of words in the stanzas :—83

Number of words in the summary—30

PROSE

1

The human eye is like* a wonderful little camera. It is made up of different parts which act very much as* do the similar parts of a camera when we take a photograph.

Every time we look at an object and see it, what the eye really does is to take a very quick photograph. The ordinary camera takes only one photograph at a time; then we have to put in a new plate or expose a fresh part of the film. But the eye can go on taking photographs all day without* this attention. It shows movement and colour as well and is capable of giving* us pictures of things that are near as

well as of things that are far. All this it does without having to bother* about anything by just looking at whatever we wish to see.

Really the eye is very much* more wonderful than any camera!

1. Compare the eye and a camera.

2. Why is the eye a better camera? Give all the points.

3. Parse the asterisked words.

4. Explain the following proverbs:—
Necessity is the mother of invention. Slow and steady wins the race. A rolling stone gathers no moss. A stitch in time saves nine. There is many a slip, twixt the cup and the lip.

5. What do the following mean:—

Dive-bomber; Luftwaffe; Fifth Columnist; Scorched earth policy.

(*Vide* 'War Vocabulary' in Chap. II, Sec. IV.)

2

Paris may be described as a city of the world, and not merely of France. People of every* continent, race and nation visit it almost as a duty.

What makes Paris a magnet to draw people from all* over the earth? Perhaps its charm lies in the fact that it is a city of infinite variety. It has innumerable aspects, and each contrasts sharply with some other. Paris is not only the seat of the French government and a vast and very strong fortress, but also* one of the gayest of cities. It contains the vilest* of slums, the meanest of insanitary houses (although they are happily becoming more and more uncommon) and the most splendid of palaces. It is a great manufacturing* town, a centre of education and of art and a vast museum of history. —*Lands and Peoples.*

1. What makes Paris a city of the world?

2. Why is Paris so attractive to visitors?

3. Mention the most contrasting features of life in Paris.

4. Explain (i) Paris is *a vast museum of history.*
(ii) Paris is *a magnet to draw visitors,*

5. Parse the five asterisked words.

6. Use in sentences :—Put on ; put off ; put up ; put up with ; put in ; put out ; put to the sword ; put forth.
7. Insert appropriate prepositions :—
We started—six—the morning. The express starts—3 P. M.—Delhi. He quarrelled—me—a trifle. He yielded—threat. I do not concur—you—this point.

3

In area, Alaska comprises about 590,000 square miles, and its coast line, if* stretched out, would extend round the globe. Geographically* it is divided into several districts. There are the coast with its fords, the mountain areas and the inland forests, the latter disappearing towards the north where the land is treeless and we find vast stretches of marshy ground, covered with moss, small shrubs and grass, which in summer is so soft and boggy as to be impassable. Then settlements beyond it are cut off from the rest of the world until winter comes, when the land is frozen solid* and can be crossed by dog-sledges.

Alaska the land of gold, is still largely unexplored, but it is being gradually opened up. Some of its gold is found buried deep in the earth, but so far most has been recovered* from near the surface. A glamour of romance hangs over this country, for* it is one of the world's treasure-houses and has been the scene of many a famous gold-rush, while the interesting animal-life has made it a centre for the trapper and fur-trader.

1. Describe briefly the main geographical features of Alaska.
2. Why are certain parts of Alaska cut off from the rest of the world in summer? How is winter helpful in this respect.
3. Explain—Dog sledges ; glamour of romance ; gold-rush ; trapper.
4. What industries in Alaska attract people ?
5. Parse the five asterisked words.
6. Analyse the last sentence.
7. Make adjectives from :—Ruin, picture, mind, effect, sympathise, grieve.

4

It was not until* the middle of the nineteenth century that Japan's rapid development began. This great upward march only began in the year 1868, yet in less than* forty years

Japan was as advanced as any* of the western countries. Before the twentieth century began railways were in operation where a few years earlier there had been only rough roads. By the beginning of the twentieth century there were over a thousand miles of railways. This rapid increase still continued so that, twenty-five years later, there were over seven thousand miles of track. Factories were erected* all over the country, and in the years of the first World War neutral countries turned to her for supplies and she gained a considerable share of the world's markets. Everything manufactured* in Europe was faithfully copied by the Japanese and is now produced in their factories at much cheaper rates.

1. Give some idea of the rapid development of railways in Japan.
2. How did the first World War help Japanese industries ?
3. Why does Japan no longer need articles manufactured in Europe ?
4. Analyse the last sentence but one.
5. Parse the five asterisked words.
6. Use in sentences :—Null and void ; Fair and foul ; Nip in the bud ; Bag and baggage.

5

Geology tells us that the world was once a ball of molten matter, as the sun is. There are various theories about the origin of the earth ; one is that it was a mass of molten matter flung off from the sun into space, which gradually cooled until the crust became solid, Shafts sunk into the earth prove that the temperature rises as depth increases, while the existence of volcanoes at various points of the surface goes to show that there is still a great portion which has not cooled. We live on the cool crust ; far down under it is the molten rock which is thrown out from the volcanic craters in the form of lava, to solidify into rock as the air cools it.

1. What do you think Geology deals with ?
2. What was our world like originally ? How did it come into existence ?
3. Why are volcanoes a sure proof of the great heat of the interior of the earth ? What experiment is suggested to prove the fact ?

4. Explain—flung into space: crater; lava; theories about the origin of the earth.
5. Analyse the last sentence.
6. (*a*) Illustrate in sentences—A fish out of water; Of the first water; In hot water; To throw cold water on; To make one's mouth water; Water-proof; Water-tight.

   (*b*) Differentiate between—Story and Fable; Poem and Poetry; House and Home; Theft and Robbery.
7. Explain—Magnetic mine; Incendiary and explosive bombs; Air craft carrier; Balloon barrage; Black-out; Evacuees and Rufugees; Sabotage; Slit trenches.

   (*Vide* 'War Vocabulary' Chap. II. Sec. IV.)

6

The Burmese are light-hearted, rather indolent people. In the country* districts the houses are built of bamboo*, palm leaves providing thatch for the roofs and matting for the walls. Rice flourishes in the fields, and nature provides many delicious fruits; therefore there is little need for the people to work*. When a Burman does become wealthy, he may spend his money on jewellery * for his wife and daughters, give feasts to his neighbours or build a rest-house or pagoda, thus acquiring merit for future existence. He would never think of saving his wealth as an inheritance for his children. But what has been said of the average man does not apply to the women, who are exceptionally capable and energetic. Every Burmese woman is a born* shop keeper. Every girl wants to manage a stall in the market whether her father be rich or poor.

1. Point out a few peculiar qualities in the character of the Burmese.
2. In what respects do the womenfolk differ from men?
3. State briefly the nature of Burmese houses and products
4. Parse the asterisked words (five words).
5. Change the voice in the following:—

   Do not insult the weak. Forget the past, but take care of the present. Do you understand the meaning?

My pen is being taken away by the boy. Let evil-doers be mocked at.

6. Insert appropriate prepositions :—
Dogs have antipathy—cats. He inspires respect—his friends. That rule does not apply—your case. The hotel is adjacent—the station. He made no concession—their demands.

7

All the sounds we hear are produced by a movement of the air which* we call vibration. If there were no air, there would be no sound of any kind. If it were possible for us to live* in a world which had no air, we should be quite deaf.

If we take a box or a jar, pump out all the air, and then set a bell ringing inside, we hear nothing*. But as soon as air is let into the box or jar, we hear the bell ringing quite clearly. We should hear it also if the jar were filled with water, because the vibrations which produce sound can travel* through water as well as through air. They can travel through solids also. If you put your ear to the side of a telegraph post when the wind is making the wires 'sing' over-head,* you hear the sounds much more distinctly by than by just listening as they come through the air.

1. How does sound travel?
Why is air essential for sound?
2. Describe an experiment to prove the truth.
3. What other materials besides air can carry sound? Give examples.
4. Make nouns from—Quote, devote, employ, involve, carry.
5. What do these stand for—H.M.S., R.S.V.P., I.C.S., R.A.F.?
6. Write single words (with antonyms) for—
That which is easily broken; One who looks at the dark aspect of things; Goods brought into a country; Not according to nature.
7. Parse the asterisked words.
8. Analyse the last sentence.

8

The banyan tree has a very remarkable life. It generally grows from a seed that a bird has let fall upon some other

tree. As the seed grows it feeds upon the "host" tree and eventually kills it, but not until it has its own roots firmly established in the ground. Its branches, too, are very remarkable, for they send down roots to the ground and thus form supporting props. This process goes on and on and the branches spread until they are hundreds of columns, and the area covered by the tree is very great and always increasing. No other tree in the world is like it.

The famous banyan tree in the Botanical Gardens of Calcutta was born from a seed that fell on a date tree about a hundred and sixty years ago. Now the tree has over five hundred column-like roots reaching from its branches to the ground and covers a piece of land a third of a mile in circumference. Many hundreds of people can take shelter beneath the tree at a time, and as it is still vigorous and comparatively young, no one can say to what immense size it may ultimately attain.

1. Discuss the different stages in the growth of a banyan tree.
2. Describe the famous banyan tree in the Botanical Gardens of Calcutta.
3. What does '*host*' *tree* in the first paragraph signify?
4. Distinguish between:—Lawyer and Liar; Course and Coarse: Altar and Alter; Canon and Cannon.
5. Illustrate the following proverbs:—
   To err is human; to forgive, divine. A burnt child dreads the fire. Much ado about nothing. Necessity knows no law.
6. Frame sentences using the following:—
   Go out of one's way; go in for; go hard; go astray; go to the dogs; go to the wall; go through fire and water.
7. Analyse the last sentence.

9

To-day my mind flies back* to thousands of students in my own country. Seeing your young faces, I remember with pride and hope the ardent spirit of new China, and I also remember the terrible trial through which they are passing at this hour. Since Japan started her aggression on China, thousands and thousands of our students had to face bombs, tanks and artillery. They kept the mind of China

awake and the torch of flaming patriotism burning* brighter than ever.

The Japanese bombed our Universities thinking* that they were hot-beds of resistance, and our students took the opportunity to make them real hot-beds of resistance. They carried on their work among* masses of our people. They laid the foundation of a great united China.

—*Madame Chiang-kai-Shek's address to students at Shantiniketan.*

1. Explain—The ardent spirit of new China; the torch of flaming patriotism; hot-beds of resistance.
2. Why did the Japanese think the Chinese Universities were 'hot-beds of resistance'?
3. How do Chinese students help their Government in their struggle with Japan?
4. Parse the asterisked words.
5. Analyse the second sentence.
6. Illustrate the uses of 'But' in different parts of speech.
7. Distinguish between—Human and Humane; Birth and Berth; Heir and Hair.

10

Replying to the address of welcome at Santiniketan, Marshal Chiang-kai-Shek said:—

"Both Madame Chiang and myself feel happy to visit the home of the great Poet at this international seat of learning*. We are grateful for the reception you have given to us. We did not see the poet in person*, we are glad to witness the spirit he has left* behind in this institution he has founded. We fervently hope that the teachers and students who have gathered here, will try to uphold the tradition and continue to build up the great work, of which the foundation has already been laid by your Gurudev. Just as our Sun-yat-Sen had established the spirit of universal brotherhood amongst* us and raised the glory of new China, so your great preceptor has elevated the spirit of your great land and brought to it a new awakening.*"

1. Explain—The home of the great Poet at this international seat of learning.

2. From your general knowledge write what you know of the spirit and tradition of Shantiniketan.
3. How does Marshal Chiang-kai-Shek compare Sun-yat Sen and Gurudev ?
4. Parse the asterisked words.
5. Analyse the last sentence.
6. Illustrate in sentences;—True to one' salt; To see off; A black sheep; Red handed; To pocket an insult.
7. Distinguish between—Bail and Bale; Cede and Seed; Cheque and Check, Cite and Site.

11

The monkey was seen by hundreds in the court, sitting upon the ridge of a building, holding me like a baby in one of his forepaws, and feeding me with the other, *by cramming* into my mouth* some victuals he had squeezed out of the bag on one side of his chaps, and patting me when I would not eat; whereat *many of the rabble below could not forbear laughing**; neither do I think they justly ought to be blamed, *for without question* the sight was ridiculous enough* to everybody but myself. Some of the people threw up stones, hoping to drive the monkey down; but this was strictly forbidden, or else, very probably, *my brains had been dashed out.*

The ladders were now applied, and mounted by several men. which the monkey observing and finding himself *almost encompassed**, not being able *to make speed enough with his three legs*, let me drop* on a ridge tile, and made his escape. An honest lad, one of my nurse's footmen, climbed up, and, putting me into his breeches-pocket, brought me down safe.

From Gulliver's Travels"—Jonathan Swift.

1. Describe the acts of the monkey which prove that Gulliver was treated by it as its young one.

2 What risks had Gulliver to run in the clutches of the monkey? How was he rescued finally?

3. Make the honest lad in the passage report to his friends the steps by which Gulliver was brought down safe.

4. Explain the italicised portions.

5. Analyse the sentence:—Some of the people............ dashed out.

6. Change the voice of:—

(i) The ladders were now applied, and mounted by several men.

(ii) This was strictly forbidden.

(iii) An honest lad brought me down safe.

7. Write the diminutives of—

Book; Man; Tower; Weak ; Eye.

12

Subhasini's two elder sisters had been married with the usual difficulties in finding* husbands and providing dowries, and now the youngest daughter *lay like a silent weight* upon the heart of her parents*. People seemed to think* that because she could not speak, therefore she did not feel, they discussed her future and their anxiety concerning it even in her presence. She had understood from her earliest childhood that *God had sent her like a curse to her father's house*, so she withdrew herself from ordinary people and tried to live apart. If only they would all forget* her, she felt she could endure it But who can forget pain ? *Night and day her parents' minds ached with anxiety on her account.* Her mother especially looked upon her as a deformity. *To a mother a daughter is a more closely intimate part of herself than a son can be* and a fault in her is *a source of personal shame* Banikantha, Subhasini's father, loved her rather better* than he did his other daughters; her mother almost hated her *as a stain upon her own body.*

—*Rabindranath Tagore*

1. Write a brief summary of the passage.

2. Why was Subhasini a source of anxiety to her parents ?

3. Explain the portions italicised.

4. Parse the words marked with asterisks.

5. Analyse the second sentence.

6. Use the following idiomatic expressions in your own English :—

An axe to grind ; Hand and glove ; To harp on the same string ; Hard and fast ; Ins and outs.

13

Originally the term 'gentleman' was applied only to men of birth and breeding. No one could be "gentle" in any other

way. Now-a-days we have gentlemen by birth, gentlemen by education and gentlemen by nature and instinct.

A man who is well-dressed, well-mannered, well-educated* and well off, is called a gentleman regardless* of his ancestry, while* a man of the best family would not be called a gentleman if he were* ill-mannered and uneducated.

Among a certain class of people the only qualification considered necessary is the possession of wealth.

—*P. C. Wren*

1. In the light of the above passage state by what different standards a gentleman is judged.

2. How far do you agree with the views of the writer ? Suggest some more points for the qualification of a gentleman.

3. Differentiate between 'gentlemen by birth,' 'gentlemen by education' and 'gentlemen by nature and instinct'.

4. Parse the words marked with asterisks.

5. Fill up the blanks using suitable phrases :—

Mohan is conscious——. Rama is indifferent——. Gopal stood surety——. Hari is popular——. The train is bound——. Prakash is quite aware——. Devi is much indebted——. This boy is unfit——. I connived——. The village is infested——.

14

Wise men have said with truth that *a prophet has no honour in this own* country.* It* is not amongst the dwellers in Nazareth and Jerusalem that one finds the most pious followers of Jesus Christ: and although the memory of Buddha the Teacher *is revered profoundly* in the country of his birth, today* one* will look there in vain for *bands of earnest devotees* practising the religion which he founded. Christianity and Buddhism alike* seem to *flourish most luxuriantly far removed from the soil in which their first roots set.* Yet, to us who live in India, and especially to those of us who know Behar, there must always be something *irresistibly fascinating* in the thought that the founder of a world-religion, with its millions of *adherents* in Tibet and among the Himalayan valleys, in Ceylon, Burma, and the Far East, lived the whole of *his long life of four score years* within a circle of a hundred leagues around Benares, the sacred city of a religion *which outlived and supplanted his own.*

—*J. S. Armour*

1. Give a suitable heading to the passage.

2. Write the substance of the passage.
3. Explain the portions italicised.
4. Parse the words marked with asterisks.
5. Analyse the last sentence.
6. Make nouns from:—Reverse; practising; vain; found; luxuriantly; fascinating; sacred.
7. Supply suitable prepositions:—

Don't be——such a hurry. He is blind——one eye. He died——typhoid. His appearance was not approved——. Are you confident——success? He is not much good——chemistry. I was not annoyed——finding any mistake. They sell milk——the seer. You are older than I——two years. The baby takes——its father.

15

The Mahrattas are a clearly-marked race, with a language of their own; theirs was the only Indian power which was strengthened by *a national sentiment*. In religion they were Hindus, holding the same faith as* the vast majority of the population of India, *and this fact in part accounts for the rapidity with which* their power grew*; before their rise all the greater powers of India were Mahomedan. The race spread over a wide area in western and central India, but the heart of it was the rough country of the Western Ghats, behind Bombay. Here in the second half of the seventeenth century, the founder of the Mahratta greatness, Sivaji, held his own against the last great Moghal Emperor, Aurangzeb. When the Moghal empire *collapsed*, after the death of Aurangzeb in 1707, and *the sack of Delhi* by Nadir Shah took place, the Mahrattas made *a bold bid to be its inheritors. Their raiding hosts of light horsemen spread over India* They brought under their direct rule the territory northwards almost as far as Delhi, and eastwards* to the Bay of Bengal; while all the rulers of the Ganges valley and Southern India were forced to pay* them Chauth, a sort of tribute or black-mail.

—*Ramsay Muir*

1. Read the above passage carefully and write an account of the Mahrattas in your own English.

How did they spread their power in India?

2. Explain the portions italicized.
3. Parse the words marked with asterisks.

4. Give the opposites of :—Majority; Rapid; Democracy; Spread.

5. Distinguish between :—Session and Cession; Corps and Corpse; Council and Counsel; Claws and Clause; Creak and Creek; Lesson and Lesson; Mail and Male.

6. Use the following in sentences to bring out their meaning fully :—

Might and main; ways and means; intents and purposes; odds and ends; fast and loose; rack and ruin.

16

People often* say that children are greedy, and should be ashamed of themselves.* Now, children, and grown up people too, may often be very hungry, and then will eat a great deal and perhaps very quickly. The question is whether there is any difference between being greedy and being very hungry. There is a difference, and a very real one.* When we see anyone eating dry bread, however much or ravenously he eats, we do not say that he is greedy. We simply say that he must have starved, and is very hungry.

We say that a child is greedy where he wants to go on eating, not because he is hungry, but because he likes the taste of *highly flavoured food* like cake and rich Christmas pudding and candy. This is not hunger at all, for a child or a grown up person may greedily eat far too much of such things just after a good meal.

This is really the craving of the nerves of taste, and is an utterly different thing from hunger. We are right to call* it greed, and to regard it unworthy. Some grown up people are often just as greedy as children though usually not so much for sweets as for other highly flavoured food,

—***Arthur Mee***

1. What is greed? How does it differ from hunger?

2. Mention some of the evils of greed.

3. Parse the words marked with asterisks.

5. Make nouns from :—See; starve; grown; real; good.

6. Distinguish between :—Admission and Admittance. Beneficial and Beneficent. Childish and Childlike. Continuance and Continuation. Human and Humane.

7. Frame sentences to illustrate the correct meanings and uses of the following phrases:—Null and void; Loaves and fishes; Rhyme or reason; Time and tide; Then and there.

8. Combine the following sentences into one sentence:—

Shah Jehan was the Emperor of Delhi. He was a great architect. He was a patron of art. He built the Red Fort of Delhi. It contains a beautiful marble hall of audience. It also contains a beautiful marble mosque.

17

The whole history of our daily life is shortly this. The food we eat becomes blood*, the blood is carried all over the body, round and round in *the torrent of the circulation*; as it sweeps past them, or rather through them, the muscles, the brain, the nerves, the skin pick out new food for their work and give back the things they have used or no longer want. As* they all have different works some use up what others have thrown away. *There are besides scavengers and cleaners to pick up things no longer wanted anywhere to throw them out of the body.* Thus the blood is kept pure as well as fresh. Through the blood thus ever brought to them, each part does its work—the muscle contracts, the brain feels and wills, *the nerves carry the feeling and the willing* and the other organs of the body do their work too*, and thus the whole body is kept alive* and well.

—*M. Foster*

1. Enumerate the advantages of the circulation of blood in the body.
2. Explain the italicised portions.
3. Parse the words marked with asterisks.
4. Analyse the second sentence.
5. Give the plurals of —

Stratum; Formula; Index; Datum; Genius; Radius; Analysis; Lieutenant-Governor; Governor-General; Man-servant.

6. Distinguish between :—

Whole and Hole. Thrown and Throne. Feat and Feet. Lone and Loan. Pore and Pour. Pray and Prey.

18

Long ago, in the land of France, there was a noble duke, upon whom a great misfortune had fallen*. His cunning

younger brother had taken his dukedom from him, and driven him into exile. The deposed duke, Duke Senior, was a good man, and he had a number of faithful followers; and many of them had gone with their master into exile rather than serve his brother, who had so wickedly usurped the dukedom.

They had all gone for refuge to the forest of Arden, a pleasant woodland* in the corner of the dukedom, where they lived in security, and were, on the whole, very happy. For they learnt to like the carefree* open-air life and found its simplicity and good fellowship more agreeable than the pomp and show of the life at court. Often the courtiers of the new duke would steal away and meet the merry party in the forest, and join in the hunting* and sport. In the cold winter months the exiles learnt to make light of the snow and frost, for snow and frost, they thought, were easy to endure*, and not so bitter and unkind as* the ingratitude of men. In the summer time the leafy glades of the forest were cool and delightful in their shade.

—*H. G. Wyatt*

1. What opinion do you form of the two brothers?

2. Why did the deposed duke and his followers prefer life in the forest to one at court?

3. Parse the words marked with asterisks.

4. Analyse the sentence:—The deposed duke, Duke Senior... ....usurped the dukedom.

5. Use the following phrases in sentences of your own composition:—

To drive into exile; In security; The carefree open-air life; Steal away; Pomp and show; To make light of.

6. Make abstract nouns from:—Follower; brother; usurp; pleasant; courtier; steal; endure.

7 Turn into indirect speech with the reporting verb in past tense:—

"What are you doing, Majid? If you do not attend to lesson, I shall send you to the Headmaster and then you will be sorry; look at the blackboard and do not let me catch you playing again. You are the worst boy in the class, and unless you work very hard for the remainder of this year, you will have no chance of passing the examination.

(Begin:—The teacher asked Majid...............).

19

Has the "Gandhi" cap supplanted the variegated* type of head-gear that once made the "splendour that was Ind"?

In the opinion of an eminent authority on Indian costumes, it is gradually outsing the "pugrees" and "topees" of older India from their privileged position of daily wear to *a place of mere ceremonial ugage** India is, verily, the land of the "pugree." Next to the indigenous "pugree" comes the ubiquitous cap—also *a symbol of caste and creed.* The "Borah" cap peculiar to a sect of Mohamedan traders, is distinct from the "Dupelia" cap—a special *characteristic of Lucknow.* Then there is the Parsi "topee", a familiar landmark in Bombay, and the tasseled Muslim "fez" and the folding Hindu cap.

Time was when the head-gear of a man *proclaimed his district or religion.* But all this is fast* giving way to the "Gandhi" cap—an unmistakable symbol* of Modern India, which is worn by all castes. communities and creeds. In fact it has *proved a great leveller.*

—*The National Herald.*

1. Write brief notes on the different types of head-gear commonly used in India.
2. Which of them are connected with particular religions?
3. Why is the "Gandhi" cap the national head-dress of India? What does it signify?
4. Explain the portions italicised.
5. Parse the words marked with asterisks
6. Change the genders of the nouns in the following sentences:—

A king going on a journey happened to see a convent where a monk lived, who kept many oxen and horses.

7. Make adjectives from the following:—

Japan; China; Spain; Greece; Turkey; Egypt; Norway; Holland.

20

Akbar's intellectual training did not suffer materially by reason of his inattention to the customary apparatus of learning*. He constantly employed other persons to read* to

him, and being* gifted with an exceptionally powerful memory, w.s able to retain the knowledge gained by hearing so that he was as well served by the ear as ordinary people are by the eye. Even in modern India much work is done by listening to a reader in preference to reading oneself. An official can get through far more business by having long reports and the like* written in current script, which is practically shorthand, read aloud quickly by an expert reader, than he could do by reading the documents himself.

—*V. Smith.*

1. Read the above passage carefully and write a brief account of Akar's intelligence.

2. How can one learn more by the ear than by the eye? Take the instance of a child. Give other examples.

3. Parse the words marked with asterisks.

4. Analyse the second sentence.

5. Frame adjectives from:—Reason; Person: Memory; Preference; Miser; Coward.

6. Frame sentences using:—set; set out; set up; set with; set off; set forth; set at naught; set in; set right; set sail.

7. Discriminate between:—Refuse and Deny. Confess and Admit. Habit and Custom. Discover and Invent. Famous and Notorious. Tease and Molest. Emulate and Envy.

21

Children inherit the qualities of the parents, no less than their physical features. Environment does play an important part, *but the original capital on which a child starts* in life is inherited from its ancestors.*

It has always been my conviction* that Indian parents, who train their children to think and talk* in English from their infancy, *betray their children and their country. They deprive them of their spiritual and social heritage of the nation* and render them to that extent unfit* for the service of the country.

—*Mahatma Gandhi*

1. Why is Mahatma Gandhi against the western training of Indian children ?

2. Explain the portions italicised.

3. Frame verbs from :—Equation ; Friend ; Original ; Conviction ; Nation ; Extent.

4. Analyse :—It has always ....betray their country.

5. Parse the words marked with asterisks.

6. What suggestions do you make for the betterment of Indian children ?

22

In the same way, we constantly hear the evils of wealth, and of the sinfulness of loving* money ; although it is certain that, after the love of knowledge, there is no one possession which has done so much good to mankind as* the love of money. It is to the love of money that we owe all trade and commerce; in other words, the possession of every comfort and luxury which our own country is unable to supply. Trade and commerce have made us familiar with the productions of many lands, have awakened curiosity, have widened our ideas by bringing us in contact with nations of various manners, speech and thought; have supplied* an outlet for energies which would otherwise* have been pent up and wasted, have accustomed men to habits of enterprise, forethought and calculation, have moreover, communicated to us many arts of great utility, and have put us in possession of some of the most valuable remedies with which we are acquainted, either to save life or to lessen pain.

1. Why is love of money essential for the advancement of civilization?

2. How does the possession of money promote the spirit of enterprise? Illustrate this by giving concrete examples from history or everyday life.

3. Mention some of the evils that wealth brings with it.

4. Illustrate the following proverbs:—Money saved is money gained. Take care of your penny and the pound will take care of itself. Fortune favours the brave.

5. Parse the words marked with asterisks.

6. Analyse the first sentence.

7. Make adjectives from:—Money; Commerce; Comfort; Luxury; Communicate.

23

There are many reasons why the vernacular should be used for all purposes in secondary schools, reasons* touching on nationality, patriotism, the enrichment of vernacular literatures, and so* on. But I am content here to dwell* on the commonsense and obvious view—that it *smooths the way to knowledge* which the child must tread, leaves* his intelligence free, and enables his observation and his reasoning faculties to work on the subjects presented* to him *without the fetters of a foreign tongue Inventiveness will be stimulated*, originality encouraged where the child is no longer hampered by the difficulties of mere language which his elders now impose upon him.

—***Annie Beasant.***

1. What reasons does the writer give for making vernacular the medium of instruction?
2. What difficulties do you face in expressing your ideas in English?
3. Explain the portions italicised.
4. Write the antonyms of:—
   Miserly; content; smooth; knowledge; enrichment.
5. Parse the words marked with asterisks.
6. Analyse the second sentence.
7. Use the following idiomatic phrases in short sentences to bring out their meanings:—

Thick and thin; Bag and baggage; For good; Hard and fast; Hand and glove.

24

Brave and warlike, the Rajput was, like the knight of King Arthur's Round Table, ever devoted* to the championship of noble cause. *The test of civilization of a community is the degree of esteem in which* women are held in it.* The Rajput honoured his women and though their lot was one of "*appalling hardship*" *from the cradle to the crematorium,* they showed a courage and determination in moments of crisis, and performed deeds of valour, which are unparalleled in the history of the world. The custom of ""*Jauhar*" *or self-immolation*—though its cruelty seems revolting to us—had its origin in that high feeling of honour and chastity which led Rajput women to sacrifice themselves in the extremity of peril when

the *relentless invaders hemmed in their husbands on all sides** and when *all chances of deliverance were lost.*

—*Ishwari Prasad.*

1. What light does the above passage throw on the character of the medieval Rajputs?

2. Explain the portions italicised.

3. Parse the words marked with asterisks.

4. Analyse the last sentence.

5. What difference do you find between the ladies of these days and the Rajput ladies of the medieval ages?

6. A band of ruffians entered a village. The ruffians were well armed. They entered the village at night. Some of the ruffians were escaped convicts The ruffians stole the cattle of the village. The villagers were asleep.

Frame one sentence out of the above group.

7. Frame sentences using:—

Give way; give up; give ear; give vent to; given to; given over; give oneself airs.

25

The aim of education is to draw* out all the faculties of the boy on very side of his nature, to develop in him every intellectual and moral power, and to strengthen him physically, emotionally, mentally and spiritually that° he may turn out at the end of his college career a useful, patriotic, pious gentleman, who respects himself and respects those around him. Education is a failure when it is simply cramming the boy's head with a lot of disjointed facts poured* into the head as into a basket, to be emptied out again in the examination room, and the empty basket carried out again into the world. It is not a good education which, when a boy has passed his examination, leaves him a nervous wreck, exhausted as to his body and over-strained as to his brain. When a boy goes out of his college, he should be full of life, full of vigour, full of energy, and full of delight in his young life to take up the burden of the work of the world. He should not be nerve-exhausted and nerve-overstrained when he has finished* his educational career.

—*Annie Besant.*

1. What is the true aim of education according to the writer? What defects does she point out in the present sys-

tem of education? With what qualities should a young man be equipped at the end of his college career.

2. What lesson do you learn from the above passage?

3. Make adjectives from:—Boy; college; held; world; vigour; energy; cause.

4. Analyse the first sentence.

5. Parse the worlds marked with asterisks.

6. Reduce the following compound sentences into simple ones:—

He rushed into the battle and fell fighting. Go home and bring the book. Man proposes, God disposes. Turn to the right and you will find a palatial building. Man is guided by reason and beasts, by instinct.

26

Does one man dare to deprive another of his birth-right to God's pure air which nourishes his body? How then, shall a man dare to deprive a human soul of its immemorial inheritance of liberty and life? And yet my friends, man has so dared in the case of Indian women. That is why you men of India are today what you are; because your fathers, in depriving* your mothers of that immemorial birth-right, have robbed you, their sons of your just inheritance. Therefores I ask you to restore to your women their ancient rights, for as I have said, it is we, and not you who* are the nation-builder and without our active cooperation at all points of progress, all your congresses and conferences are in vain. Educate your woman and the nation will take care of itself, for it is true to-day as* it was yesterday, and will be to the end of human life that the hand that rocks the cradle is the power that rules the world.

—*Mrs. S Naidu.*

1. What light does the writer throw on our ancient civilization? Why does she ask us to educate our women?

2. Explain clearly:—'The hand that rocks the cradle is the power that rules the world.'

3. How can our women help us in nation-building?

4. Transform, the following sentences by changing the adjectives in the superlative degree into adjectives of comparative and positive degrees:—

Mount Everest is the highest peak in the world. The Frontier Mail is the fastest train in India. Science has been

most useful in human progress. Rana Pratap was the bravest prince in India. India was the richest country in ancient times.

5. Write full words for each of the following abbreviation:—

A.D.; A.M.; M.B.B.S.; Mrs.; M.L.A.; H.M.S.; R.S.V.P.; I.E.S.

6. Parse the words marked with asterisks.

7. Analyse the last sentence of the passage.

27

Always aim to do more* and not less, than is expected of you. Even though the expectation is unreasonable. *it affords no excuse for unfaithfulness in you.* Desire to do* more than is put upon you; and even* if you should be blamed* at every step, keep that desire. The needless fault-finding of your employer does not exonerate you from duty. If they are exacting, it they are a great deal too hard, it will not hurt you in the end. Nothing hurts an honourable man, nothing hurts a true man. *If you are used hardly and roughly, you will be a tougher man in the end than if you had not received such usage.* If you come out of such circumstances, you *will come out as iron comes out of fire*—Steel.

—*H. W. Beecher.*

1. Write in your own English the advice given in the above passage.

2. Pick out the sentence that you like best and give reasons for your selection.

3. Give a suitable heading to the passage.

4. Parse the words marked with asterisks.

5. Explain the italicised portions.

6. Use the following in sentences so as to bring out their meaning:—

A wild goose chase; To throw cold water; Tiptop; To beggar description; To live from hand to mouth.

7. Analyse the sentence:—Desire to do more............... keep that desire.

28

Between three and four in the morning the weather cleared and the two adventurers were seen, at a considerable dis

tance from the ship, attacking a huge bear. The signal for them to return was immediately made; Nelson's comrade called upon him to obey it, but in vain; his musket had flashed in the pan; *ammunition was expended; and a chasm in the ice*, which divided him from the bear, probably saved his life. "Never mind," he cried; "do but let me get* a blow at this devil with *the butt-end of my musket*, and we shall have him."

Captain Lutwidge, however*, seeing* his danger, fired a gun, which had the desired effect of frightening the beast; and the boy (young Nelson) then returned, somewhat afraid of *the consequences of his trespass*. The captain reprimanded him sternly*, and desired to know* what motive he could have for hunting a bear. "Sir," said he, *pouting his lips*, as he was wont to do when agitated, "I wished to kill the bear that I might carry the skin to my father."

—*Life of Nelson—Southey*.

1. What saved Nelson's life? Why was he anxious to kill the bear?

2. What quality in young Nelson's character is illustrated in the passage? And how?

3. Explain the portions italicised.

4. Parse the words marked with asterisks.

5. Analyse the sentence:—
The signal for them.......... saved his life.

6. Write the antonyms of:—
Huge; saved; devil;butt-end; agitated; perfect.

7. Illustrate in sentences:
1. A dead language. 2. A dead stop. 3. A dead letter. 4. The dead of night. 5. A dead loss. 6. A dead shot.

29

In choosing* a profession a youth should consider* first his *natural ability, capacity and bent*; secondly his opportunities of a good start and promotion or success; thirdly the present condition of the profession, as* to whether it is already overcrowded; and fourthly his health, strength and physique.

It is useless for him to follow* a learned profession if he is a fool, naturally slow, or hates office work. He would be unwise to adopt one in which he has no interest, and yet *hopes of patronage and advancement*, by the help of friends.

A profession in which there are already more* good candidates than posts for them is not a desirable one; *nor is one in which the strain and fatigue call for greater endurance and strength than he possesses.*

The golden rule is 'Follow your bent,' where possible.

1. What considerations should influence a young man in choosing a profession?

2. What is meant by a learned profession? What are its requirement?

3. Expand the idea contained in "Follow your bent."

4. Parse the words marked with asterisks.

5. Use the following words as verbs.—
   Start; Present; Post; Strain; Fatigue.

6. What profession would you like to follow and why?

7. Explain the italicised portions.

30

Remember also that too little sleep is almost as* inevitably fatal as anything can be to your health and happiness. There is nothing more* inevitable than that the want of sleep undermines the body itself. As a general rule eight hours of sleep are necessary for a young man. There is a difference, however, in the amount of sleep required by different persons of the same age. A nervous man does not usually need as much sleep as a phlegmatic man, for the reason that* some men accomplish* more sleep in the same time than others. Some, therefore, can do with less sleep than others; but whatever may be the amount which experience teaches you that you need, that amount you should take: A great many men have destroyed the usefulness of their lives through *ignorance of this indispensable law of recuperation. God has made sleep to be a sponge by which to rub out fatigue. A man's roots are planted in night. as in soil. and out of it he comes every day with fresh growth and bloom.* —*Henry Ward Breecher*

1. Read the above passage carefully and write in your own words why sleep is necessary.

2. Why does the amount of sleep differ with different persons?

3. Why is too little sleep fatal to one's health and happiness?

4. Explain the italicised portions.

5. Parse the words marked with asterisks.

6. Analyse the sentence :—A nervous man does not usually.........in the same time than others.

7. Make verbs from :—Necessity ; Difference ; Person ; Body ; Growth.

8. Change the voice in the following sentences :—

(*a*) A nervous man does not usually need as much sleep as a phlegmatic man.

(*b*) God has made sleep to be a sponge.

(*c*) A man's roots are planted in night.

31

In no other country, perhaps*, has the work of the explorer been so* difficult and arduous as in Australia. A hundred years * ago very little, was known of the interior of this vast island, almost as large as the whole of Europe. We do not know a great deal now, for there are still many thousands of square miles unexplored*. But we do know that it consists for the most part of the desert, a dreary uninviting region*' of excessive heat and prolonged droughts, and this knowledge we owe to that gallant band of Australian explorers who have pushed their way in spite of untold hardships and dangers, into the forbidding interior of the great island continent. Many of them lost their lives. Some died from lack of food or water, others from disease, while many were slain by hostile natives. But they were heroes everyone.

—*A. J. Ker* and *C. H. Cleaver*

1. Write in your own English the difficulties faced by Australian explorers in the words of a member of the party.

2. In the light of the above passage write a short description of the interior of Australia.

3. Parse the words marked with asterisks.

4. Change the voice in :—(1) A hundred years ago very little was known of the interior of this vast island. (2) We do not know a great deal. (3) Many of them lost their lives. (4) Many were slain by hostile natives.

5, Analyse the sentence :—But we do know that it consists.........of the great island continent.

5. Turn the following sentences from the assertive into the interrogative form :—

(1) He is greater than I. (2) Akbar was the greatest of the Great Moghuls. (3) Govind led a most unhappy life. (4) We were not sent into the world simply to make money. (5) Man cannot die better than facing fearful odds.

7. Explain the following interrogative sentences :—
(*a*) Who is his father?
(*b*) What is his father?
(*c*) Which is his father?

8. Differentiate between :—Yoke and Yolk; Medal and Meddle; Maize and Maze; Physic and Physique: Pair and Pare.

32

Hamlet. the young Prince of Denmark, was once the gayest aud most* lively of men, taking part in all kinds of hunting and sports; but a great trouble came to *cloud his life.* His fater *died suddenly in a mysterious way*! and Hamlet, being a thoughtful young man, and loving his father, who had been a good and wise king, *took his death much to heart.* He was told that the old king had died from the bite of a snake while he was asleep one afternoon in his orchard. Soon after his death, Claudius, the brother of the dead king and uucle to Hamlet married the queen and now he was the reigning king. Hamlet did not like his mother to marry* again so quickly, and the more* he thought about the affair, the sadder he became until he was so miserable and gloomy that he gave up all his manly games and pastimes and *seemed quite* unlike his any natural self*. —*H. G. Wyatt*

1. In the light of the above passage sketch the character of Hamlet.
2. Why had Hamlet's life become miserable?
3. Suppose you are Hamlet; write a letter to your friend
4. Parse the words marked with asterisks.
5. Analyse the last sentence.
6. Explain the italicised portions.
7. Make adjectives from :—Sports; Trouble; Cloud; Brother; Father; Mother; Suspicion.
8. Combine into one complex sentence :—

Alexander treated the inhabitants mercifully. They con-

tributed a contingent of 3,000 horsemen. In this way they showed their gratitude to him. This contingent remained with him till October 326 B. C. In this month he started on his voyage to Greece.

33

India will want all the quantity of the cloth and yarn that our merchant princes are now importing. They have but to apply* *their undoubted ability to the manufacture of this quantity* in our seven hundred thousand villages. In doing* so they will naturally benefit themselves. I admit that they will have to give up *commercial gambling**, *speculation and places out of all proportion* to their surroundings and be satisfied with an income bearing* some relation to the condition of those for whom they would trade. In other words, instead of taking part as they are now doing in bleeding the villages, they would be making some tardy return to those on whom their prosperity has depended. The story of the belly and the members has an *eternal application*. The toiling millions are the belley. The merchants and others are the members. They must wither if the belly is starved. Those who have eyes can see that the belly has been shamefully starved for a long enough period. *The withering of the members must follow soon as night follows day.* Let us then repent *before it is too late.*

— *M. K. Gandhi*

1. Write the substance of the passage in the words of 'toiling millions.'
2. Write the fable of 'The Belly and the Members of the Body' in the form of a dialogue.
3. Expand the ideas contained in :—The toiling millions are the belly. The merchants and others are the members.
4. Explain the portions italicised.
5. Parse the words marked with asterisks.
6. Use the following idiomatic expressions in your own English :—

   To blow one's own trumpet ; To cut a sorry figure ; To go on a fool's errand ; To give up the ghost ; To turn over a new leaf.
7. Frame adjectives from :—Prince ; Speculation ; Proportion ; Talk ; Benefit.

34

God has given you eyes; *it* is your duty to God to use them.* If your parents tried to teach you your lessons in the most agreeable way, by beautiful picture-books, would it not be ungracious, ungrateful and altogether naughty and wrong, to *shut your eyes to those pictures and refuse to learn*? And is it not altogether naughty and wrong to refuse to learn from *your father in Heaven,* the great God who made all things, when He offers to teach you of all day long by the most beautiful and the most wonderful of all picture books, which is simply all things which you can see, hear and touch, from the sun the stars above your head to the moths and insects at your feet? It is your duty to learn His lessons, and it is your interest. God's Book, which is the universe, and the reading of God's Book, which is science, can do you nothing but good,* and teach you nothing but truth and wisdom. God did not put His wondrous world about your young souls to tempt* or to mislead them.

—*Kingsley*

1. Write the substance of the passage.

2. Expand the ideas contained in—God's Book, which is the universe, and the reading of God's Book, which is science, can do you nothing but good.

3. Parse the words marked with asterisks.

4. Analyse the sentence—"And is it not altogether...... at your feet?"

5. Explain the portions italicised.

6. Expand the following into complex sentences.—

(a) It is your duty to God to use them. (b) God did not put His wondrous world about your young souls to tempt or to mislead them. (c) Can you tell me the time of the departure of the train?

7. Rewrite the following, changing nouns and pronouns into the plural form without spoiling idiomatic usage:—

One day a hunter saw a swine in a rice-field. He tried to shoot it, but missed the aim. He went further, and shot a goose and brought it home He asked the servant to cook it. He ate the meat with his step son and went to bed.

35

If we could work without attachment, we could find all the rest* we need out of our work. There would be then no need

for haste or hurry, irregularity, gulped meals and no possibility of insomnia. One would go through life's tasks, great or small, in a spirit of duty, and at the end of the day's work would be able to say cheerfully, as* someone else said: "When I go to my room, darkness says 'sleep.' When I take off my clothes, the very act says 'sleep.' When I put my head on the pillow, the pillow says 'sleep' or, better still, he will fall off to sleep without having to change* his clothes or seeking his bed-room or pillow. But the supreme need is detachment. "The world is too much with us," sang Wordsworth, and Matthew Arnold, his disciple, taught the same lesson of detachment in a different language.

One lesson, Nature, let me learn of thee.
Of toil unrevered* from tranquillity.

—*Mahadeo Desai*.

1. Give a suitable heading to the passage.
2. Write the substance of the passage.
3. How far do you agree with the views of the author?
4. Explain fully the last two lines.
5. Parse the words marked with asterisks.
6. Analyse the first sentence.
7. Form abstract nouns from 'Supreme' and 'Disciple' and use these abstract nouns in sentences.
8. Rewrite the following in the Direct form of narration:—

One day Bassanio came to Antonio, and told him that he wished to repair his fortune by a wealthy marriage with a lady whom he dearly loved. Her father who was lately dead, had left her sole heiress to a large estate. In her father's lifetime he used to visit her at her house.

36

When my brother who was a good bit older than I, died, though he had not been dead an hour, it seemed as if he had died a great while ago,* *such a distance there is between life* and *death*. I bore his death as* I thought, pretty well at first, but afterwards *it haunted and haunted me* and though I did not cry or *take it to heart* as some do,* and as I think he would have done it I had died, yet I missed him all day long, and knew not till then how much I had loved him I missed his kindness and I missed his crossness, and wished him to be alive again to be quarrelling with him (for we quarrelled sometimes) rather than not have him again, and was as un-

easy as he must have been when the doctor took off his leg *which had refused to heal.*

A reverie (adapted)—Charles Lamb.

1. "Though he had not been dead an hour, it seemed as if he had died a great while ago."—Why was it so?

2. What memories of his dead brother made the writer uneasy?

3. Recall loving memories of a dead play-mate or relation and describe them as best as you can.

4. Explain the italicised portions.

5. Analyse the first sentence.

6. Parse the asterisked words.

7. (*a*) Make nouns from:—

Splendid; pleasant; heal; knew; high; familiar.

(*b*) Give the plurals of:—

Camp-follower, father-in-law, maid servant, passer-by.

(*c*) Distinguish between:—

Beside and Besides; Quiet and Quite; Lovely and Lively; Loose and Lose.

37

Let me speak next of a subject which stands intimately connected with your prosperity and virtue in life. I refer to the matter of your health. Health is the foundation of all things in this life. Although work is healthy, and *occupation almost* indispensable to health and happiness*, yet excessive work, which taxes the brain, almost invariably ends in weakening the digestive organs. It* is a thing which every man should understand, there is a point beyond which if he urges his brain, the injurious result will be felt, not in the head but in the stomach. *The nerves of the stomach become weakened by excessive mental application; and the moment a man loses his stomach, the citadel of his physical life is taken*.*

There is scarcely one man in a hundred who supposes that he must ask leave of his stomach to be a happy man! In many cases, the difference between happy men and unhappy men is eaused by their digestions. *Theee is much that is called spiritual ailment that is nothing but stomachic ailment.*

—H. W. Beecher

1. Write a few lines on :—Health is the fonndation of all things in this life.

2. Explain the italicised portions.

3. Show by your own experience that excessive brain work is ruinous to health.

4. Form nouns from :—Speak ; Connect ; Refer ; Digest ; Injurious ; Scarcely ; Physical.

5. Distinguish between :—Defence and Difference ; Naughty and Knotty ; Prescribe and Proscribe ; Seam and Seem ; Wail and Vale ; Waste and Waist.

6. Use the following in sentences bringing out the meaning fully :—

Every cloud has a silver lining ; To see off ; Scotfree ; Bed of rosses ; Excess of everything if bad ; A rolling stone gathers no moss.

7. Parse the words marked with asterisks.

8. Analyse the sentence :—Although work............the digestive organs.

38

I was always fond of visiting new scenes, and observing* strange characters and manners. Even when a mere child, I began my travels, and made many tours of discovery into foreign parts and unknown regions of my native city, to the frequent alarm* of my parents, and the emolument of the town crier. As I grew into boyhood, I extended the range of my observations. My holiday afternoons were spent in rambles about the surrounding country. I made myself familiar* with all its places famous in history or fable. I knew every spot where a murder or robbery had been committed, or a ghost seen. I visited the neighbouring villages and added greatly to my stock of knowledge by noting their habits and customs, and conversing with their sages and great men. I even journeyed one long summer's day to the summit of the most distant hill, whence* I stretched my eye over many a mile, and was astonished to find* how vast a globe I inhabited.
—*Washington Irving*

1. Write a short account of the unusual habits of the author in his boyhood.

2. Expand the ideas contained in 'the frequent alarm of my parents, and the emolument of the town crier.'

3. Parse the words marked with asterisks.

4. Use the following in sentences so as to bring out their meaning fully :—

Between Scylla and Charybdis; To be in the good books of; Bread and butter; To burn the candle at both ends; To cry over spilt milk.

5. Give the plural forms of the following :—

Formula; Man-servant; Focus; Stratum; Medium; Criterion; Radius; Datum; Vertex; Index; Genius; Basis; Axis.

6. For each italicised part in the following substitute a single word :—

(*a*) A letter *having no name of the writer.*
(*b*) A style *in which the writer seeks to display his knowledge.*
(*c*) A voice *that cannot be heard.*
(*d*) A *government by officials.*
(*e*) That thing is *fit to be eaten.*

39

Asceticism has always been a marked feature of Indian life, never more* so than at the period of which we write; and one may readily believe that at an early age Siddhartha Gautama was forced to the conclusion that the ordinary life led by men could not satisfy him. *To the dismay of his father and kinsmen he resolved to renounce* it altogether*.* The story is sufficiently familiar. Accompanied by his favourite groom' Tchandaka he had driven in turn to the four gates of Kapilavasthu. At the first he encountered an old man: and Tchandaka explained to his young master what old age was, and how all were subject* to it. At the second he met a *weak emaciated creature,* and the servant told him the meaning of disease. Next his progress was stopped by bearers with a litter and a crowd of women, weeping* bitterly; the groom explained that this was death and *to this state all mortals must come.* Finally they met a shaven and shorn mendicant with his alms bowl, a virtuous man *who had forsaken the vanities of the world.* In the meeting* Siddhartha found the way of *Truth revealed to him.*

—*J. S. Armour*

1. Give a suitable heading to the passage.

2. Why did Siddhartha Gautama resolve to renounce the world?

3. Explain the italicised portions.
4. Parse the words marked with asterisks.
5. Analyse the first sentence.
6. Frame adjectives from :—

Life; Period; Conclusion; Satisfy; Subject; Progress; Servant; Vanity.

7. Distinguish between—Write and Rite; Story and Storey; Weak and Week; Diseased; and Deceased; But and Butt.

8. Supply appropriate prepositions in the spaces left blank in the following sentences :—

1. He repented——all the misery he had caused his mother.
2. He was suspected——having stolen the books.
3 Hong-Kong lies——the east of China.
4. We must go——foot.
5. I live——milk only.
6. It was——him that we had so much comfort.
7. Always walk——the left.
8. The harsh words cut him——the quick.
9. Mohan has been down——fever.

40

London is the greatest city in the world. How easy it is to say* that or read it! How very, very hard it is to get the least idea of what it means! We may talk of millions of people, of thousands of streets, of hundreds of thousands of houses, *but words will give us little grasp of what London means* And if we go to see* for ourselves*, we may travel up and down its *highways and byways* until* we are dizzy with *the rush of its hurrying crowds*' its streams of close-packed* vehicles, its rows upon rows of houses, shops, banks, churches, museums, halls, theatres, and begin to think that at last we have seen London. But alas for our fancy! We find that all the time we have only been in one small corner of it, and the great city *spreads far and wide around the district we have learned to know, just as a sea spreads around an islet on its broad surface* —*John Finnemore*

1. Read the passage carefully and write in your own English a short description of London.
2. Explain the portions italicised.
3. Parse the words marked with asterisks.
4. Give the Latin adjectives of the following :—
City; world house; sea.

5. Analyse the last sentence.
6. Frame sentences illustrating the use of :—
Give out; Give up; Given to; Give over; Getting on with; Getting about; Get off.
7. Report the following in the Indirect speech :—

The teacher became angry with student and said, "Why have you again disturbed the class in this way? I have told you before that, when I am speaking, you should be silent. Leave the room, and do not return again today."

41

I have no experience whatever of travelling in the air-conditioned coaches on the Indian railways. They are, like so many other things, ***beyond my reach***, and I can only gaze from the outside at ***the soft comfort*** that they contain. ***First class travel also is a dim memory of the past*** with me and for many years I have not ventured* into a first class compartment. My travelling* is done third, or intermediate, or sometimes second.

Often some of my friends, who are among the fortunate and used to comfortable living, are upset at my travelling about in the lower classes and imagine that I suffer untold* agonies. They worry themselves needlessly for these long journeys are restful to me and ***bring me relief***. Though not perhaps coarse of body, I am tough and can adapt myself without much difficulty even to the third class, unless* this is very crowded. I sleep and rest and read and forget for a time my daily routine of work and meeting* people. Fortunately I can always sleep when I want to and have never been ***victim to insomnia***. I do not have ***to woo sleep***; I treat it with indifference and ***the fickle jade comes to me and overpowers me***. And so I look forward to long journeys.

—***Jawaharlal Nehru***

1. Why is Pt. Nehru so eager to undertake long journeys?
2. What class does he generally travel and why are his well-to do friends anxious about his travelling long distances at a stretch?
3. What personal advantages are favourable to Pt. Nehru in long journeys?
4. Describe some of your experiences of travelling third.
5. Explain the italicised portions.
6. Parse the words marked with asterisks.

7. Rewrite the first paragraph in the Indirect speech as reported by yourself.

8 Form adjectives from :—

Son : custom ; moon ; mouth ; brother ; father.

42

Robber—Have not you, too, gone about the earth like an evil genius, *blasting the fair fruits of peace and industry*, plundering, revaging, killing, without law without justice, merely to gratify* *an insatiable lust for dominion* ? All* that* I have done to a single district with a hundred followers, you have done to whole nations with a thousand If I have stripped individuals, you have ruined kings and princes. If I have burnt a few hamlets, you have desolated the most flourishing kingdoms and cities of the earth. What is, then, the difference, but that, as you were born a king and I a private man, you have been able to become *a mightier robber* than I* ?

Alexander—But if I have taken like a king, I have given like a king. If I have subverted empires, I have founded greater*. *I have cherished arts, commerce and philosophy*.

Robber—I too have freely given to the poor what I took from the rich. I know, indeed, little of the philosophy you talk of, but I believe that *neither you nor I will ever atone to the world for half the mischief we have done it*.

Alexander – Leave me. Take off his chains, and use him well. Are we then so much alike ? Alexander like a robber ? Let me reflect. —*J. C. Nesfield*

1. Describe the points of resemblance between a robber and a great conqueror like Alexander.

2. What arguments are used by Alexander to prove that he is superior to the robber ?

3. What is the ultimate effect of this conversation upon Alexander ?

4 Explain the italicised portions.

5. Parse the words marked with asterisks.

6. Rewrite the dialogue (or a part) in the indirect form of narration.

7. Rewrite the following sentences changing, where possible, the gender of each noun and pronoun :—

The Duke, being asked by his wife went to a dinner, given by Mr. William, a landlord who excelled kings in Offering food and shelter to the needy.

8. Frame adjectives from :—
House ; day ; sea; village ; city ; constitution ; year ; mischief ; ruin ; fashion ; law.

43

The study of the history of our own country furnishes the strongest incentive to the loftiest patriotism. I ask what Hindu is there, who does not feel himself a nobler being altogether, as he recalls to mind the list of his illustrious countrymen, graced by *the thrice-immortal names* of a Valmiki and a Vyasa, a Panini and a Patanjali, a Gautama and a Shankaracharya ? I ask, what Hindu is there, *whose patriotism is not stimulated,* whose self-respect is not increased, as he contemplates the past history of his country ? For ours was a most glorious past. We were great in literature, in science, in war, but, *above all, great in morals.* I would detain you for hours and hours together, were I *to expatiate upon the points of beauty* and excellence connected with the wonderful language and literature of our fathers. But I think, gentlemen, I should more profitably occupy your time, if I were to pass on to the consideration of some of those scientific truths, which *the ancient Aryans of India have beqeathed to us a priceless legacy.* —*Surendranath Banerjea*

1. Write the sense of the above passage in your own words.
2. Explain the italicised portions.
3. What qualities do the proper names in the passage stand for ?
4. In the light of the above passage contrast the present conditions in India with those in the ancient days.
5. Write the antonyms of:—
Proud; Illustrious; Stimulated; Priceless; Harm; Glorious; Wicked.
6. Analyse the last sentence.

44

Indian marriages, both among the rich and the poor, have had their full share of condemnation as* *wasteful and extravagant display.* They deserve all* this. Even apart from the waste, it* is most painful to see* the vulgar display which has no *artistic or aesthetic value of any kind.* (Needless to say there are exceptions). For all this the really guilty people are the middle classes. The poor are also extravagant, even at the cost of burdensome debt; but it is the *height of absur-*

dity to say as some people do, that their poverty is due to their social customs. It is often forgotten that *the life of the poor is terribly dull and monotonous,* and an occasional marriage celebration, bringing with it some feasting and singing, comes, to them as an *oasis in the desert of soulless toil, a refuge from modesticity and the prosaic business of life.* Who would be cruel enough to deny this consolation to them, who have such few occasions for laughter? Stop waste by all means, lessen the extravagance [big and foolish words to use for the little show that the poor put up in their poverty!] but do not make their life more *drab and cheerless than it is.*

—*J. L. Nehru.*

1. Why does the writer condemn Indian marriage celebration?
2. Explain the portions italicised.
3. Why are the middle classes responsible for the extravagance?
4. What reform do you propose to stop this extravagance?
5. Parse the words marked with asterisks.
6. Analyse the third sentence.
7. Make adjectives from:—Marriage; Cure; Exception; Cost; People; Custom; Toil.
8. Use the following phrases in short sentences to bring out their meanings:—

Ins and outs. Far and wide. Ups and downs. Thick and thin. Tooth and nail.

45

The first and most arduous conquests of Mahomet were those of his wife, his servant, his pupil, and his friend, since* he presented himself as* a prophet to those *who were most conversant* with his infirmities as a man.* Yet* Cadijah believed the words and cherished the glory of her husband, the obsequious and affectionate Zeid was *tempted by prospect of freedom*; the illustrious Ali, the son of Abu Taleb embraced* the sentiments of his cousin *with the spirit of a youthful hero;* and the wealth, the moderation, the veracity of Abubekir *confirmed the religion of the prophet* whom he was destined to succeed. By his persuasion ten of the most respectable citizens of Mecca were introduced to the private lessons of Islam; *they yielded to the voice of reason and enthusiasm*; they repeated the fundamental creed. "There is but* one God, and Mahomet is the apostle of God"; and their faith, even in his

life, was rewarded with riches and honours, with the command of armies and the gov rnment of kingdoms.

—*Edward Gibbon*.

1. Fix upon a suitable heading of the passage.
2. Read the passage carefully and illustrate from Mahomet's life the truth of the proverb—Charity begins at home.
3. Why was Mahomet unique in the choice of his first disciples as compared to other prophets?
4. Explain the portions italicised.
5. Parse the words marked with asterisks.
6. Distinguish between:—
Liberty and Freedom; Habit and Custom; Confess and Admit; Emulate and Envy; Colour and Complexion; Document and Statement.
7. Give the synonyms of:—
Conversant; Obsequious; Veracity; Fundamental; Infirmities.

46

I have often heard persons of good judgment say, that *all the stir people make* in the world about ghosts and apparitions, is owing to the strength of imagination, and *the powerful operation of fancy in their minds;* that there is no such thing as a spirit appearing, or a ghost walking, and the like,* that people's *poring affecticnately upon the past conversation of their deceased friends*, so* realize it to them, that they are capable of fancying*, upon some extraordinary circumstances that they see them, talk to them and are answered by them; when in truth, there is nothing but *shadow and vapur in the thing*, and they really know nothing of the matter.

For my part, I know not to this hour, whether there are any such things as* real apparitions, spectres, or walking of people after they are dead; or whether there is anything* in the stories they tell us of that kind, more than *the product of vapurs, sick minds, and wandering fancies*.

—*Daniel Defee*

1. What is the writer's belief about ghosts and apparitions? What according to him is the basis of such belief in others?
2. Write your own belief about ghosts with a short story that confirms it.
3. Explain the portions italicised.
4. Parse the words marked with asterisks.
5. Analyse the last sentence.

6. Make adverbs from: :—
Spirit; Number; Truth; Suitable; Fancy.

7. Insert or remove articles wherever necessary, giving reasons :—

Ganges is sacred river. Sun rises east. Eskimos make houses of snow. Andamans are a group of islands. The Mount Abu is in Rajputana. There is university at Benares. Mohan is honour to his family. I saw European engine driver.

47

Not only do the people the masses of India, reverence Gandhi as* a saint, but he has practically *unlimited influence over them in the sphere of national aspiration* But this is not because he is primarily a politician. He has none of the usual qualifications for political success * He is not diplomatic, *for the lays all his cards on the table* He never compromises and has never been known in his public life *to rely* on expediency rather than on principle*. He belongs to no party ambition, and he is unmoved by the criticisms of friends and enemies alike. He himself has said :—

"Most* religious men I have met are politicians in disguise. I, however, who wear the guise of a politician, aim at heart a religious man." —*W. W. Pearson*

1. In the light of the above passage sketch the character of Mahatma Gandhi.
2. Explain the portions italicised.
3. Parse the words marked with asterisks.
4. Make adjectives from :—Reverence; Influence; Expediency; Criticism; Enemy.
5. Distinguish between :—People and Pupil; Practice and Practise; Principle and Principal.
6. Illustrate the uses of 'Get' followed by different prepositions.

48

Our little habitation was situated at the foot of a sloping hill, *sheltered* with a beautiful underwood behind* and a *prattling river* before: on one side a meadow, on the other green.* My farm consisted of about twenty acres. Nothing could exceed the neatness of my little enclosure; the elms and hedgerows appearing wite *in expressible beauty.* My house consisted of but* one storey, and was covered wth thatch, which gave it *an air of great snugness*; the walls on the inside

were nicely white-washed and my daughters undertook to adorn* them with pictures of their own *designing*. Though the same room served us for parlour and kitchen, that only made the warmer. Besides, as* it was kept with the utmost nearness, the dishes, plates and coppers, being well secured and all disposed in bright rows on the shelves, *eye was agreeably relieved*, and did not want richer furniture. There were three other apartments, one for my wife and me, another for our two daughters within our own and the third, with two beds, for the rest of the children.

From The Vicar of Wakefield'—Goldsmith

1. Describe in your own words the little habitation mentioned above.
2. Parse the words with asterisks.
3. Distinguish between :—Story and Storey. Air and Heir. Hill and Hillock. Worm and Warm.
4. Explain the italicised portions.
5. Analyse the sentence :—My house consisted of......... own designing.
6. Use the following in sentences :—Stand in good stead; Make much ado about nothing; Go through fire and water; Strain every nerve; Keep body and soul together.

49

And he said unto his disciples; therefore, I say unto you, take no thought for your life, what ye shall eat; neither for the body, what ye shall put on. The *life is more than meat*, and *the body is more than raiment*.

Consider the ravens: for they neither sow nor reap; which neither have storehouse nor barn and God feedeth them: how much more are ye better than the fowls? and which of you with taking thought can add to his stature one cubit? If ye then be not able to do that thing which is least, why take ye thought for the rest?

But rather seek ye *the kingdom of God*; and all these things shall be added unto you. Fear not, little flock; for it is you Father's good pleasure to give you the kingdom. Sell that ye have and give alms; ; *provide yourselves bags which wax not old*, a treasure in the heavens that faileth not, where no theif approacheth, neither moth corrupteth. For where your treasure is, there will your heart be also.

—From the Holy Bible

1. Rewrite the above passage in your own Engish.
2. Pick out a list of words that you do not find in modern English.
3. What do you learn from the above passage?
4. Explain the italicised portions.

50

There are no gains without pains*; then help, hands, for I have no lands, or if I have, they are smartly taxed*. *He that hath a trade hath an estate*; and *he that has a calling, hath an office of profit and honour*; but then the trade must be worked up, and the calling* well followed, or neither the estate nor the office will enable us to pay* our taxes. If we are industrious, we shall never starve; for 'at the working man's house hunger looks in, but dares not enter*, for industry pays debts, while despair increaseth them! What though you have found no treasure nor has any rich relation left you a legacy; diligence is the mother of good luck, and God gives all things to industry. *Then 'plough deep while sluggards sleep and you shall have corn to sell and to keep.'*

Work while it is called today, for know not how much you may be hindered tomorrow; and further 'never leave that till tomorrow which* can be done today.' Handle your tools without mittens; remember that the *cat in gloves catches is no mice.*

—*Benjamin Franklin*

1. Give a suitable heading to the above passage.
2. Parse the words marked with asterisks.
3. Analyse the last sentence but one.
4. Use the following words as nouns and verbs :—

Gain; Pain; Land; Profit; Honour; Tax; Pay; Give; Call; Treasure; House.

5. Explain the portions italicized.
6. Rewrite the following in the Direct form of narration:—

A large red man was consulting the doctor and told him that his constitution was run down, and whenever he took a slow long breath it was just as if there were snakes and scorpions inside him. The doctor suggested that he should take a quick short breath. The man took no notice and went on to say that when he whistled it hurt him, and then the doctor told him not to whistle.

7. Use the following in sentences so as to bring out their meaning fully :—

To the backbone; Birds of a feather; Born with a silver spoon in one's mouth; With flying colours; Out of the frying pan into the fire; A long face.

51

Surely, it is a ***self-demonstrated proposition*** that the youth of a nation cannot keep or establish a living contact with the masses unless their knowledge is received and assimilated through a medium understood by the people. Who can calculate the immeasurable loss sustained* by the nation owing to thousands of its young men having been obliged to waste years in mastering* a foreign language and its idioms of which in their daily life they have the least use and in learning which* they had to neglect their own mother tongue and their own literature? ***There never was a great superstition than that* a particular language can be incapable of expansion or expressing abstract or scientific ideas.*** A language is an exact reflection of the character and growth of its speakers.

Among the many evils of foreign rule ***this blighting imposition of a foreign medium*** upon the youth of the country will be counted by history as one of the greatest. It has sapped the energy of the nation; it has shortened the lives of the pupils. ***It has estranged them from the masses***; it has made education unnecessarily expensive. If this process is still persisted in, it ***bids fair to rob the nation of its soul.*** The sooner, therefore, educated India shakes itself free from ***the hypnotic spell*** of the foreign medium, the better it would be for them and the people.

—*M. K. Gandhi.*

1. Enumerate the disadvantages of a foreign medium as mentioned by the writer.
2. Write a letter to your friend expressing your own views on the matter.
3. Explain the italicized portions.
4. Analyse the first sentence.
5. Parse the words marked with asterisks.
6. Expand the idea contained in 'A language is an exact reflection of the character and growth of its speakers.'

52

Whatever the virtues and defects of the Pathan character made be, non-violence has not in the long past, been one of them. And so Gandhiji took pains to explain* to the Khudai

Khidmatgars that what he had come to tell them was not any addition to or extension of their knowledge and practice and that what Badshahkhan had taught* was a reversal of the past, "I have now had the assurance from your own lips of what* I had from Khan Saheb already," he remarked to the Khudai Khidmatgars at Paniala, "you have adopted non-violence not, merely as a temporary expedient but as* a creed for good. Therefore, mere renunciation of the sword, if there is sword in your heart, will not carry you far. Your renunciation of the sword cannot be said to be genuine unless it generates in your hearts a power, the opposite of that of the sword and superior to it. Hitherto revenge or retaliation has been held amongst you as a sacred obligation. If you have a feud with anybody, that man becomes your enemy for all time and the feud* is handed down from father to son. In non violence even if somebody regards you as his enemy, you may not regard him in return, and of course, there can be no question of revenge."

—*Mahadeo Desai.*

1. What advice does Mahatma Gandhi give to the Khudai Khidmatgars?
2. Why is the spirit of revenge harmful?
3. Why virtues and defects do you find in the Pathan character?
4. Write the speech of Mahatma Gandhi as told by a Khudai Khidmatgar to one of his friends.
5. Parse the words marked with asterisks.
6. Analyse the second sentence.
7. Make verbs from:—Violence; Long; Extension; Practice; Assurance; Opposite; Obligation.

53

In a remote village among some wild hills in the province of Lorraine, there lived a contryman whose name was Jacques D' Arc. He had a daughter, Joan of Arc, who was at this time in her twentieth year. She had been a solitary girl from her childhood, she had often tended sheep and cattle for whole days where no human figure was seen or human voice heard; and she had often knelt, for hours together, in the gloomy empty little village chapel, looking* up at the altar and at the dim lamp burning before it, until, she fancied that she saw shadowy figures standing there, and even that she heard them speak* to her. The people in that part of France were very ignorant and superstitious, and they

had many ghostly tales to tell* about what they dreamed, and what they saw among the lonely hills when the clouds and the mists were resting on them. So, they easily believed that Joan saw strange sights, and they whispered* among themselves that angels and spirits talked to her.

—*Charles Dickens*.

1. What knowledge do you gather from the above Passage about Joan of Arc and the people of those days?

2. Describe a few superstitious beliefs among Indians.

3. Parse the words marked with asterisks

4. Distinguish between:—Whole and Hole; Scene and Seen; Herd and Heard; Altar and Alter; Saw (n) and Saw (v); Tale and Tail; Sight and Site.

5. Make adjective from:—Province; Live; Daughter; Figure; People.

6. Sheep and cattle are used in singular and plural alike. Give a list of such words as are similarly used.

7. Combine the following separate sentences into a single sentence:—

The lion was let out of its cage for the amusement of the spectators. It did not than run at Androcles to devour him It came up quietly. It fawned upon him. A dog fawned in the same way upon its master. It licked his hand. He had been kind to it in the forest, It remembered this.

8. Rewrite the following passage in the form of a dialogue (or rewrite in the Direct form):—

In a minute one of the men came in to get the table ready and Ghafoor questioned him about his master. The man answered very respectfully that they had been starved for the last three months. They would have a chance then of having a little meat. Ghafoor exclaimed how cruel some masters were.

54

You Christians, who are so fond of sending out missionaries *to save* the soul of the heathen*—why do you not try to save their bodies from starvation? In India during the terrible famines, thousands died from hunger; yet you Christians did nothing. You erect churches all* through India, but *the crying evil in the East* is not religion—they have religion enough—but *it is brad that the suffering millions of burning India cry out for* with parched throats.* They ask us for bread, but *we give them stones*. It is an insult to a starving

people to offer them religion ; It is an insult to a starving man to teach him Metaphysics. In India a priest that preached for money *would lose caste and be spat upon by the people.* I came here to seek aid for my impoverished people, and I fully realized *how difficult it was to get* help for Heathens from Christians in a Christian land.*

——From Chicago Speech—Swami Vivekanand

1. Pick out the most striking sentence in the passage and give reasons for your selection.
2. What, according to Swami Vivekanand, is the real need of Indla ?
3. What fault does Swamiji find in the activities of Christian missionaries in India ?
4. Explain the italicised portions.
5. Parse the asterisked words.
6. Analyse the last sentence.
7. Convert the following into Indirect speech :—

" I wish," he said "that you would look and see if I have, a fly in my eye." "If you had, you would know ; " I answered "the fly sees to that."

8. Distinguish between :—Bear and Bare ; Seam and Seem, Might and Mite ; Scene and Seen.
9. Form abstract nouns from :—

Moderate ; Apprehensive ; Possible ; Just ; Continue ; Indulge ; Better, According ; Derive.

55

Purity of personal life is the one indispensable condition for building a sound education. And my meeting with thousands of students and the correspondence which I continuously have with the students in which they *pour out their innermost feelings* and take me into their confidence show me quite clearly that there is much left to be desired. I am sure that all of you understand thoroughly what* I mean. In our language there is a beautiful word equivalent to the word 'student,' that is *Brahmachari*. *Vidyarthi* is a coined word and a poor equiualent for *Brahmachari*. And I hope you know what the word *Brahmachari* means. It means a searcher after God, one who conducts himself so as to bring himself nearest to God in the least possible time. And all the great religion of the world, however much* they may differ, are absolutely one on this *fundamental thing* that no man or woman with an impure heart can possibly appear

before the great White Throne. All our learning or recitation of the Vedas, correct knowledge of Sanskrit, Latin, Greek and what not will *avail us nothing* if they do not enable us *to cultivate* absolute purity of heart*. The end of all knowledge must be building* up of character.

—*M. K. Gandhi*

1. What advice does Mahatma Gandhi give to students regarding the building up of character?
2. How does Mahatma Gandhi explain the word *Brahmachari*?
3. Explain the portions italicised.
4. Parse the words marked with asterisks.
5. Analyse the second sentence.
6. Make verbs from:—Purity; Beautiful; Personal; Correspondence; Confidence.
7. Write a letter to your friend, expressing your own views on the Mahatma's advice to the students.

56

At length the mournful procession came through the crowd. Nuncoomar sat up in his palanquin, and looked round him *with unaltered serenity*. He had just parted with those who were most* nearly connected with him. Their cries and contortions had appalled the European ministers of justice, but had not produced the smallest effect on *the voice and fortitude of the prisoner*. The only anxiety which he expressed was that men of his own priestly caste might be in attendance to take charge of his corpse. He again desired to be remembered* to his friends in the Council, mounted the scaffold with firmness, and *gave the signal to the executioner*.

The moment* that the drop fell *a howl of sorrow and despair* arose from the innumerable spectators. Hundreds turned away their faces from the polluting sight, fled with loud wailings towards the Hooghly, and plunged into its holy waters, as if to *purify* themselves from the guilt of having looking on such a crime*. These feelings were not confined to Calcutta. The whole province was greatly excited; and the population of Dacca, in particular,* gave strong signs of grief and dismay.

—*T. B. Macaulay.*

1. Write in plain English a brief account of the execution.

2. Describe the last wishes of Nuncoomar and the feelings of the spectators.

3. Illustrate from the passage the heroic attitude of Nuncoomar before his execution.

4. Explain the italicised portions.

5. Parse the words marked with asterisks.

6. Rewrite the following simple sentences as compound or complex one:—

(*a*) In his tower sat the poet gazing on the sea.

(*b*) The fog being very dense, the steamer sailed at less than half the speed.

(*c*) Rushing against Horatius, he smote with all his might.

(*d*) Owing to drought the crop is poor.

(*e*) With a great effort he lifted the box.

7. Construct short sentences, using the right prepositions after the following words:—

Congratulate; Appeal; Sympathy; Dispense; Entrust; Attribute; Inquire; Agree.

8. Change into the Indirect from of speech—"You need not try to hatch out any mischief," said he; "if you denounce me, it is simply your duty, and the Republic will pay you nothing for it; on the other hand, since it is not the custom to do anything for nothing in this world I shall give you fifty thousand francs in return for your assistance."

57

Every event of Rama's life is fraught with an undying lesson for the pious Hindus.* Rama is a born* prince, and in course of time he becomes a king; but in their adoration for his character his worshippers forget his kindly position; they take every deed of his *as* done with the express object of holding* up a model* before their eyes; they interpret every word of his in the light of a *gospel*; and in their eagerness to do* honour to the hero they have accorded a due measure of honour to the hero-worshipper as well—the "saint" Valmiki, the original author of the Ramayana, and even to his worshippers; namely, those who have written the Great Epic into the different vernaculars of India. *Men like Tulsi Dass, whose Ramayana is the great classic of Hindi literature,*

are not believed to have been ordinary mortals but men divinely favoured, the elect of God.

—*A. C. Mukerjee.*

1. Why is Rama worshipped even in the remotest corners of India
2. What do you know of Valmiki and Tulsi Das?
3. In the light of the above passage justify the quotation, "Ramayana is the Bible of India."
4. Analyse the second sentence.
5. Parse the words marked with asterisks.
6. Explain the portions italicised.
7. Frame abstract nouns from:—

Pious; King; Interpret; Hero; Original; Author; Divine; Sacred; Inspire.

8. Turn into the direct form of speech:

A tall lady came forward and said she was the wife of the Chieftain, then in the camp of the enemy, and had been seized with her daughter and nieces by the enemy for her husband's non-payment of a debt. She hoped, she said, the Romans would be more civil than the enemy. The Roman general assured her that his own sister should not be more carefully protected than she and her maidens.

58

The art of *seizing opportunities and turning even accidents to account**, is a great secret of success. Men who are resolute to find a way for themselves, will always find opportunities enough, and if they do not be ready to their hand, they will make them. It* is not merely those who have enjoyed the advantage of colleges, laboratories, museums and public galleries, that have accomplished the most* for science and art; nor have the greatest mechanics and inventors been trained in mechanics institutes. Necessity has been the mother of invention; and *the best school of all has been the school of difficulty.* Some of the very best workmen had the poorest tools to work with. But it is not tools that make the workmen. but the trained skill and perseverance of the man himself. *Purpose and persistent industry may work wonders. These make a man sharp to discern* opportunities, and to avail himself of them.* To the feeble, the sluggish, the purposeless, the happiest opportunities avail nothing—they pass them by, seeing* no meaning in them.

Smiles

1. Write the substance of the passage.
2. Select the best sentence in the passage and give your reasons.
3. Explain the italicised portions.
4. Parse the words marked*.
5. Give a clause analysis of the second sentence.
6. Expand the idea contained in the proverb 'Necessity is the mother of invention.'
7. Turn the following into the actual words of Damon:—

Damon, before his execution, requested but one favour from, Dionysius, which was that he might be permitted to visit his wife and children who were at that time at a considerable distance from him, promising faithfully to return on the day appointed.

59

The inhabitants of the City of the Sun are the most learned and enlightened people in the world Many years ago they fled from India, in order to escape from the cruelty of the tyrants and brigands who depopulated tho land. And*, being very wise, they resolved *to found a philosophic republic on a communal plan*. There is no private property in the City of the Sun. Everything is held in common. The division of the common wealth is regulated by the magistrates. Not* only is the division of necessities of life regulated by them, but all honours, all pleasures and all noble pursuits are divided in such* a way that no one is able to follow his own desires to the injury of the community.

This system makes the people more virtuous. The Solarians held that nearly all human vices are produced by the spirit of selfishness, and that *selfishness originates in the private ownership of property*. Poverty, they say, engenders baseness, cunning, treachery, thievishness and ignorance; wealth creates insolence, pride, blindness of soul, indifference and even cruelty. But, thanks* to their system of government, the inhabitants of the City are neither rich nor poor. Yet *they are rich because they possess great wealth in common*, and *they are poor because they have nothing of their own. They are the masters of worldly things, and not the servants of them.*

—*Thomas Campanella*
(An Italian Philosopher)

1. Gives a suitable heading to the passage. Also state with reasons the best sentence in the passage.

2. How is property owned by the inhabitants of the City of the Sun ?

3. Why are there no rich or poor people in this City ?

4. Explain the italicised portions.

5. Parse the words marked with asterisks.

6. Use the following words as nouns :—

Reach ; throw ; support show ; say ; give ; turn.

7. Write words representing the cries of the following animals and birds :—

Elephants ; cows ; sheep ; bees ; frogs : doves.

8. Use the following in sentences :—

Come to light. Come to grief. Come out. Come about.

60

Look at England again. There the mother is educated, the father is educated, the neighbours are educated, almost everyone has received the benefit of schooling. *Educational institutions and activities greet one* in every direction.* The newspaper and the book are in everybody's hand. The desire to learn, to read, to know* is *stimulated in every conceivable way*. It has become *ingrained in the minds of the people.* Education has become a necessity of life. An attempt has been made and it has largely succeeded, to provide it *far all stages from the cradle to the grave.* It is in such an atmosphere that an English child is born and brought up. He is carefully looked after in the nursery school, the primary school, the secondary school and the technical school. When he leaves the school finally, he is fit for*, and is helped to get a suitable job. If he enters the University, he enters it well prepared to pursue* higher studies at the University, *buoyant with hope and ambition* Place the Indian student under similar conditions, *give him a fair chance,* and he will not be beaten by the youth of any couutry on earth.

—*Madan Mohan Malviya*

1. Giva a suitable heading to the passage.

2. Distinguish between the different types of schools mentioned in the passage.

3. Describe in your own words the atmosphere in which an English child is educated. On the other hand, discuss the conditions in India.

4. Explain the italicised portions.

5. Parse tho asterisked words.

6. Give antonyms of :—Rural ; Sensibility ; Natural ; Facility ; Success.

7. Give the Latin forms of adjectives from :—

Beginning ; Brother ; Church ; Daughter ; Earth ; Flesh ; Friend ; Heart ; Life ; Marriage ; Money ; Moon ; Son ; Place.

8. Use the following idiomatic expressions to bring out their meaning :—

To turn over a new leaf ; To beat about the bush ; Head and shoulders ; To be on the horns of a dilemma ; By leaps and bounds.

9. Rewrite the following, changing each noun and pronoun into the plural form wherever possible :—

The man of refinement, therefore, finds nothing revolting in an intercourse with the lower folk in the country, as he does when he casually mingles with the lower people in a city.

61

Be cheerful, no matter *what reverses obstruct your pathway*, or what plagues *follow in your trial* to annoy you. Ask yourself what is to be gained by looking or feeling* sad when troubles throng around you, or how your condition is to be alleviated by abandoning yourself to despondency. If you are a young man nature designed you "to be of good cheer" ; and should you find your road to fortune, fame, or respectability, or any other boon to which your young heart aspires*, a little thorny, consider it all for the best; and that these impediments are only thrown in your way *to induce* greater efforts and more patient endurance on yopr part*. Far better* spend a whole life in diligent, aye, cheerful and unremitting toil, though you never attain *the pinnacle of your ambitious desires*, than to turn back at the first appearance of misfortune, and *allow despair to unnerve your energies*, or sour your naturally sweet and cheerful disposition.

—*Arthur Helps*

1. In the light of the above passage describe the advantages of cheerfulness.

2. Explain the portions italicised.

3. How does nature design a young man to be of good cheer ?

4. Use the following words and pharses in sentences of your own composition :—

Annoy; Alleviate; Despondency; Patient endurance; Sweet and Cheerful disposition.

5. Parse the words marked with asterisks.

6. Analyse the second sentence.

7. Make adjectives from :—Obstruct; Trouble; Conduce; Energy; Detriment.

62

No patriotic Indian can return to his country after a trip to England, including* a visit however short, to other countries in Europe, without being forcibly struck by *the intense desire for political liberty and freedom that fills the European atmosphere* and that distinguishes the West from the East. He finds that in Europe people are always agitated about their political rights and are *extremely jealous of interference with** or *suppression of popular rights and privileges.* Bondage of every kind is the ever increasing and ever recurring cry of modern Europe. *Democratic spirit is the keynote of Western civilization* in all its branches and departments, but in politics it rules almost supreme. *The government of the people by the people and for the people is the ideal* all over, whether in Democratic England, Monarchical Germany, Autocratic Russia, or Republican France. The press, the pulpit and the platform are all ringining with the cries of "away with the tyrants and autocrats who stand in the way of democracy and who desire *to check or stop the wheel of progress onwards* or who have the audacity of trifling* with the wishes of the people".

—*Lala Lajpat Rai* (1905)

1. What strikes an Indian traveller most in the political life of Europe?

2. What is the ideal of government in every state in Europe?

3. Distinguish between the different forms of government in England, Germany, Russia and France in 1905 as stated in the passage. Note the changes in them today, if any.

4. Parse the words marked with asterisks.

5. Explain the italicised portions.

6. Analyse the last sentence.

7. Differentiate between :—

Physic and Physique. Rein and Reign. Rite and Right. Route and Root.

8. Use the following in sentences of your own composition so as to bring out their meaning :—

At one's wit's end; To bear the brunt of; To wash dirty linen in public; To go to the wall; With a vengeance.

63

Who is it that hung and poised this globe of the earth? Who laid its foundation? Nothing seems more vile and contemptible for the meanest wretches tread it under foot; but yet it is in order to possess it that we part with the greatest treasures. If it were harder than it is, men could not open its bosom to cultivate it; and if it were less hard, it could not bear them, and they would sink everywhere as they do in sand, or in a bog. From *the inexhaustible bosom of the earth* we draw what* is most precious..

That shapeless, vile and rude mass assumes the most various forms and yields alone, by turns, all the goods we can desire. *That dirty soil transforms itself into a thousand fine objects* that charm the eye. In the compass of one year it turns into branches, twigs, buds, leaves, blossoms, fruits and seeds, in order, by those various shapes, *to multiply* its liberalities to mankind.*

Nothing exhausts the earth; the more we tear her bowels the more she is liberal. She feels no decay from old age; and *her entrails contain the same treasures*. A thousand generations have passed away and returned into her bosom.

Everything grows old, she alone excepted; for she grows young* again every year in the spring. She is never wanting to men; but foolish men are wanting to themselves in neglecting to cultivate her. *It is through their laziness and extravagance that they suffer brambles and briars to grow* instead of grapes and corn.*

—*Fenelon (a French writer)*

1. Give a suitable heading to the passage.
2. Why is the earth spoken of so highly by the writer?

3 Why is the earth ever fresh and productive? Why is man indebted to it, and who is to blame if he does not get what he wants?

4. Analyse the sentence—If it were harder......or in a bog.

5. Parse the words marked with asterisks.
6. Explain the italicised portions.

7. Make nouns from :—Perform ; relieve ; sweep ; carry ; severely ; brutal.

8. Distinguish between ;—Eminent and Imminent ; Edition and Addition ; Flea and Flee ; Fisher and Fissure ; Divers and Diverse ; Dye and Die ; Elicit and Illicit.

64

To the Indian student, on the other hand, Indian politics is only a struggle, in which his countrymen are engaged on behalf of the motherland, with a body of foreign officials representing* the rule of another nation. There is no room here even for the elders for any* feeling of responsibility in regard to the administration of the country, and for our young men who find *no restraining considerations in their path,* politics necessarily resolves itself into a matter of patriotic sentiment. An interest in politics is, to the Indian student, the same thing as an interest in his country. And to such interest all that is earnest, all that is self-respecting, all that is chivalrous, all that is patriotic in his nature is continually impelling him. England herself has introduced into the country ideas which preach to us *the dignity and high worth* of partriotism*, of freedom. of self government and which tell us of the contempt which, in the eyes of all self-governing people covers those *who accept their subjection in a slavish spirit.* Our politics today is for the most part a spread of these ideas among the people, and an attempt to apply* them to our present condition. And it is inevitable that *the most impressionable minds in the country* should be the most affected by them.

—*G. K. Gokhale.*

1. What does politics mean to the Indian student according to Syt. Gokhale?

2. How far is England herself responsible for the spread of patriotic ideas among Indians, specially the student world?

3. Substitute one word for the following phrases:—

Fit to be chosen; State of being married; Like a woman; (Animals) living in water; Fit to be seen through; Matter written by hand; (A style) consisting of too many words; (A child) born after the death of his father.

4. Parse the words marked with asterisks.

5. Analyse the sentence:—England herself........slavish spirit.

6. Explain the portions italicised.

7. Distinguish between:—Assay and Essay. Boy and Buoy. Canon and Cannon. Cede and Seed.

65

Women have less physical courage than men. Man hears the bursting thunders, views the destructive bolt with serene aspect, and stands erect mid the fearful majesty of the torrent. But woman trembles at the lightning and thunder, and shrinks into herself or seeks refuge in the charge of man.

Woman is formed for piety and religion; and a woman without religion is monstrous, and a woman who is a free-thinker is more disgusting than a woman with a beard.

Woman is not a foundation on which to build. She is the gold, silver, precious stones, wood, hay, stubble—the materials for building a happy home on the male foundation. Man singly is but half a man, only half human—king without a kingdom. Woman must depend upon the man, and man can be what he ought to be only in conjunction with the woman.

—*Johann Lavater.*

1. Give a suitable heading to the passage.
2. How does a woman differ from a man?
3. Repeat in your own English the remarks of the writer in connection with a woman who is irreligious or a freethinker. Point out the striking sentence in the passage in this connection.
4. What is the main idea in the last paragraph? Expand it in your own words.
5. What do the terms—gold, silver, wood, hay, etc,—signify in relation to a woman?
6. Expand the underlying ideas in the following:—
(i) All that glitters is not gold; (ii) A rolling stone gathers no moss; (iii) Birds of a feather flock together; (iv) No rose without a thorn.
7. Use the following in sentences, bringing out their meaning fully:—To beat the record; A red-letter day; To pocket an insult; Pell-mell; Out and out; With open arm; Once and for all.

66

A wandering madman was seeking the touchstone, with matted locks, tawny and dust-laden*, and *body worn to a*

shadow, his lips tight-pressed, like the shut-up-doors of his heart, his burning eyes like the lamp of a glow-worm seeking its mate.

Before him the endless ocean roared. *The garrulous waves ceaselessly talked of hidden treasures*, mocking the ignorance that knew not their meaning. Maybe he now had no hope remaining, yet he would not rest, for *the search had become his like.* Just as the ocean for ever lifts its arms to the sky for the unattainable, just as *the stars go in circles, yet seeking a goal that can never be reached*, even so on the lonely shore the madman with dusty tawny locks still roamed in search of the touchstone.

One day a village boy came up and asked, "Tell me, where did you come by this golden chain about your waist?" The madman started—the chain that once was iron was verily gold; it was not dream, but he did not know when it had changed He struck his forehead wildly—where, O, where had he without knowing it achieved success?

It had grown into a habit to pick up pebbles and touch the chain, and to throw them away without looking to see† if a change had come; thus the madman found and lost the touchstone.

The sun was sinking low in the west the sky was of gold; The madman returned on his footsteps to seek anew the lost treasure with his strength gone. his body bent and *his heart in the dust, like a tree uprooted.*

—*Rabindranath Tagore*

1. Rewrite the story with a suitable heading in the words of the mad man.
2. Express the ideas contained in the second paragraph in simple language.
3. Explain the italicized portions.
4. Parse the words marked with†.
5. Analyse the sentence:—The mad man started........ ....it had changed.
6. Insert appropriate prepositions in the blanks.—

(i) My father was angry—my—behaviour. (ii) We should go—our business. (iii) He fell out—his brother. (iv) Sohan complained—his teacher—the peon. (v) I caught the thief—the neck.

7. Expand the ideas contained in:—

(i) As the twig is bent, so will it grow. (ii) A little

pot is soon hot. (iii) A stitch in time saves nine. (iv) Eat to live, but not live to eat. (v) Poverty is next door to stupidity.

67

We cherish the picture of the cultured lady, Viswavara, which has been handed down to us through thousands of years, a pious lady who composed sacred hymns, performed sacrifices, and *with simple fervency invoked the god Agni to regulate and keep within bounds the mutual relations of married couples.*

We have also seen that the absolute seclusion of women was unknown in ancient India. Hindu women held an honoured place from the dawn of Hindu civilization four thousand years ago; they inherited and possessed property; they attended great assemblies on *States occasions;* they often distinguished themselves in science and the learning of their times And *they even had their legitimate influence on politics and admistration* Considered as the *intellectual companion of their husbands,* as their friends and loving helpers in the journey of life, as *the partners of their religious duties* and *the centre of their domestic bliss* Hindu wives were honoured and respected in ancient times.

—*Ramesh Chander Dutt*

(1) What was the place of women in ancient India? Illustrate your answer from the passage.

(2) In what respects were the ancieat Indian wives real partners of their husbands in their daily life? What is their position today?

(3) Explain the portions italicised.

(4) Convert the following simple sentences into complex sentences:—

(i) Krishna wishes me to play for his team. (ii) The man near me is my brother. (iii) He was too dull to understand the solution. (iv) Can you tell me the time of his arrival?

(5) Differentiate between, giving illustrations:—Crime and Sin; Drown and Sink; Murder and Execution; War and Battle; Childish and Childlike.

(6) Substitute one word for the following:—

Murder of oneself; Persons witnessing a thing; One

present on the scene of occurrence; The life of a person written by himself.

(7) What do the following stand for:—

Alma Mater; Bona fide; Ex-officio, In toto; En route; Lingua franca; Viva voce?

POETRY

I

The little knowledge I have gained,
Was all from simple nature trained;
Hence† my life's maxims took their rise,
Hence grew† my settled hate to vice.
The daily labours of the bee
Awoke my soul to industry.
Who can observe the careful ant,
And not provide for future want?
My dog (the trustiest of his kinds)
With gratitude inflames my mind;
I mark his true, his faithful way,
And *in my service copy† Tray.*
In constancy and nuptial love,
I learn my duty from the dove,
The hen, who† from the chill air,
With pious wing protects her care;
And every fowl that flies at large,
Instructs me in a parent's charge.

1. What is the central idea of the poem?
2. What are the common objects which inspire the poet in shaping his character; and what do they teach him?
3. Explain the italicized portions.
4. Give the Latin adjectives of :—
Sun; Moon; Heaven; Night; Wood; Earth; World.
5. Parse the words marked †.

II

So work the honey bees,
Creatures that by a rule in nature each
The act of order to a people kingdom.
They have a king, and officers of sorts;

Where some, like magistrates, correct at home,
Others, like merchants, venture trade abroad,
Others, like soldiers, armed in their stings,
Make boot upon the summer's velvet buds;
Which pillage they with merry march bring home
To the tent royal of their emperor;
Who, busied in his majesty, surveys
The singing masons building roofs of gold.

1. How do the honey bees resemble human beings?
2. Mention any contrast you find between bees and human beings. Pick out the striking pharses in the stanza.
3. Write only fifteen sentences on the daily life of a bee.
4. Analyse :—They have a king...... .....roofs of gold.
5. Make adjectives from :—Act; Officer; Magistrate; Merchant; Velvet; Majesty; Emperor.

III

Not gold, but only man can make
A people great and strong†—
Men who, for truth and honour's sake,
Stand fast† and suffer long.
Brave men who work while others† sleep,
Who dare while others fly—
They build a nation's pillars deep,
And lift them to the sky.

—*Ralph Waldo Emerson*

1. Why are self-denying people and not gold necessary for the building of a nation?
2. Name any great Indian and his effort towards nation-building.
3. Explain :—Men who..... ... .and suffer long
   They build....................to the sky.
4. Give the antonyms of :—Honour; Suffer; Brave Deep.
5. Parse the words marked with †

IV

Savitri

In those far-off primeval day
Fair *India's daughters were not pent*
In closed zenanas. On her ways
Savitri at her pleasure went

Whither she chose†—and hour by hour
With young companions of her age.
She roamed the woods for fruit or flower,
Or loitered in some hermitage,
For to the Munis gray and old
Her presence was a sunshine glad.
They taught her wonders† manifold
And gave her of the best† they had.
Her father *let her have her way*
In all things, whether high or low;
He feared no harm; he knew *no ill*
Could touch a nature pure as snow.

—*Miss Toru Dutt*

1. In what respects was Savitri different from an Indian girl of today?
2. What was the attitude of her father and the Munis (Saints) towards Savitri?
3. Explain the italicized portions.
4. Illustrate in sentences:—Through thick and thin; At stake; Petticoat government; To play the role of: To rise to the occasion.
5. Parse the words marked with†.

V

Why did the lamp go out?

I shaded it with my cloak to save† it from the wind, that is why† the lamp went out.

Why did the flower fade?

I pressed it to my heart *with anxious love*, that is why the flower faded.

Why did the stream dry up?

I *put a dam across it* to have it for my use, that is why the stream dried up.

Why did the harp-string break?

I *tried to force a note that was beyond its power*, that is why the harp-string is broken*.

—*Rabindranath Tagore*
(Prose in form)

1. What is the central idea in the above lines?
2. Expand the different ideas hidden in the four illustrations given by the poet.

3. Do you call the above lines prose or poetry? Give reasons.

4. Explain the italicised portions.

5. Parse the words marked with†.

VI

She dwelt among the untrodden ways
Beside the springs of Dove;
A maid whom there were none to praise†.
And very few to love.
A violet by a mossy stone!
Half-hidden† from the eye!
Fair as† a star; when only one
Is shining in the sky.
She lived unknown†, and few could know
When Lucy ceased, to be;
But she is in her grave, and, oh,
The difference to me!

—*W. Wordsworth*

1. Write in simple prose an account of Lucy as given by the poet.

2. What opinion do you form of the poet as a lover of mankind?

3. Parse the words marked with†.

4. Distinguish between:—Beside and Besides; Fair and Fare; Cease and Seize.

5. Use 'spring' and 'grave' in different senses.

VII

O man, forgive thy mortal foe,
Nor ever* strike him blow for blow;
For all the souls, on earth that live,
To be forgiven must forgive*,
For* all the blessed souls* in heaven
Are both forgivers and forgiven.

1. Write the above poem in simple prose.

2. Express your own ideas on forgiveness.

3. Analyse:—O man, forgive..............must forgive.

4. Parse the words marked with asterisks.

5. Give the Latin forms of adjectives derived from:—Man; Day; Heaven; Earth.

VIII

Oh 'tis a lovely thing for youth
To walk* betimes in wisdom's way,
To fear a lie, to speak the truth,
That* we may trust to all they say.

But liars* we can never trust,
Tho' they should speak the thing that's true ;
And he that does one fault at first,
And lies to hide it, makes it two.

1. Supply a title to the poem.
2. What lesson does the poem teach you ?
3. Explain fully :—"And he that........................makes it two."
4. Frame adjectives from :—Youth ; Wisdom ; Trust ; Truth.
5. Parse the words marked with asterisks

IX

I'd a dream tonight
As I fell asleep*,
Oh ! the touching sight
Makes me still to weep*,
Of my little lad,
Gone to leave me said,
Aye, the child I had,
But was not to keep*.

As* in heaven high,
I my child did seek ;
There, in train, came by
Children fair and meek.
Each in lily white,
With a lamp alight,
Each was clear to sight,
But they did not speak ;

Then, a little sad,
Came my child in turn,
But the lamp he had,
Oh ! it did not burn ;
He, to clear my doubt,
Said, half turn'd about,
"Yours tears put it out ;
Mother, never mourn."

1. Give the meaning of the above poem in simple prose.
2. Explain fully "Your tears ....never mourn."
3. Analyse the stanzas :—
   As in heaven...... .....did not speak.

4. Write an essay of about fifteen lines on the mother's sorrow over the death of her child.

5. Parse the words marked with asterisks.

X

As* we rush, as we rush in the train.
The trees and the houses go *wheeling* back,*
But the starry heavens above the plain
Come flying on our track.

All the beautiful stars of the sky,
The silver doves of the forest of night,
Over the dull earth swarm and fly,
Companions* of our flight.

We will rush ever on without fear ;
Let the goal be far, the flight be fleet !
For *we carry the Heavens with us,* dear
While* the Earth slips from our feet ?

—*J. Thomson*

1. Find a suitable title to the poem.
2. While in a running train, what outside objects are left behind and what is it that keeps pace with us ?

3. Expand the idea contained in the last two lines.
4. Explain the italicised portions.
5. Parse the asterisks words.
6. Give the Latin adjectives of the following :—
   Heaven ; Star ; Forest ; Night ; Earth.

IX

1

My day or night myself I make
Whene'er* I sleep or play :
And could I always keep awake*
With me 'twere always day.

2

With heavy sighs I often hear
You mourn my hapless woe,
But sure with patience I can bear*
A loss I ne'er can know.

3

Then let not what* I cannot have
My cheer of mind destroy;
While thus I sing, I am a king,
Although a poor blind boy

—*C. Cibber*

1. Give a suitable heading to the poem.
2. Why does the loss of sight mean nothing to the blind boy?
3. Why is he anxious that others should not spoil his happiness?
4. Parse the asterisked words.
5. Give antonyms of:—Awake; Woe; Patience; Hapless; Destroy.

XII

A Little

1

A little acorn may become a tree,
A little bud may bloom a beauteous flower;
Nothing is little in its own degree;
An age may be made famous* in an hour.

2

A little seed when placed in earth or brain,
Expands with time and quickens in the soul,
*So knowledge stagnant never can remain**
'Tis little atoms make the wondrous whole.

3

A little learning never then despise.
There must be little ere there can be more,—
The lightest things are those that* highest rise.
We can but reap where others sowed before.

—*Carpenter*

1. Give in simple prose the ideas contained in the poem.
2. Expand the ideas contained in the last stanza.
3. What examples of common objects has the poet made use of?
4. Explain the italicised portions.
5. Parse the asterisked words.

XIII

The man of life upright†,
Whose guiltless heart is free
From all dishonest deeds,
Or *thought of vanity.*

The man whose silent days†
In *harmless joys* are spent,
Whom hopes cannot delude
Nor† sorrow discontent.

Good thoughts his only friends.
His wealth a well spent age†,
The earth his *sober inn*
And quiet pilgrimage.

1. Mention the attributes of 'the man of life upright.'
2. Explain the portions italicised.
3. Write the Latin forms of adjectives derived from.—
   Man; Day; Hope; Brother; Earth.
4. Give your free opinion on the thoughts expressed in the above lines.

XIV

Little by little†, said a thoughtful boy,
Moment by moment I will employ.
Learning a little every day†;
And not spending all my time in play;
And still† this rule in my mind shall dwell—
Whatever† I do, I will do it well.
Little by little I'll learn to know
The treasured wisdom of long ago,
And one of these days perhaps will see†
That the world will be the better for me.

1. Why does the poet call the boy thoughtful?
2. What lesson do you learn from the above lines?
3. Write an essay of twenty lines on 'Many a little makes a mickle.'
4. Parse the words marked with†
5. Explain fully::—"The treasured wisdom of long ago."

XV

A country life is sweet!
In moderate cold and heat,
To walk in the air, how pleasant and fair,
In every field of wheat,

The fairest of flowers adorning the bowers,
And every meadow's brow!
So that † I say, no courtier may
Compare with them who clothe in grey†,
And follow the useful plough.
They rise with the morning lark,
And labour till almost dark;
Then folding† their sheep, they hasten to sleep;
While every pleasant park
Next morning is ringing with birds that are singing,
On each green tender bough
With what content and merriment
Their days are spent, whose minds are bent
To follow† the useful plough!

1. Write the scene described in the poem in your own English.

2. Compare city life with country life.

3. Differentiate between:—Sweet and Sweat; Cool and Cold; Hot and Warm; Pasture and Meadow; Cloths and Clothes; Branch and Bough; Fair and Fare; Park and Garden.

4. Use Walk, Field, Fold and Content in different contexts.

5. Parse the words marked with†.

XVI

1

Her arms across her breast she laid;
She was *more fair than words can say*;
Bare-footed came the beggar-maid
Before the King Cophetua.
In robe and crown the king stept down,
To meet and greet her on her way;
'It is no wonder,' said the lords,
'She is more beautiful than day'

2

As shines the moon in clouded skies.
She in her poor attire was seen:
One praised her ankles, one her eyes,
One her dark hair and lovesome mien.
So sweet a face, such angel grace,
In all the land had never been;

Cophetua swore a royal oath;
'This beggar-maid shall be my queen'!

—*Lord Tennyson*

1. Choose a striking title to the poem.
2. How did the lords praise the beggar-maid? How did the king honour her?
3. Write out the story in the poem in simple prose.
4. Explain the italicised portions.
5. Analyse the first four lines of Stanza 2.

XVII

When man was multiplied and spread abroad‡
In tribes and clans, and had begun to call†
These meadows and that range of hills his own.
The tasted sweets of property begot
Desire of more; and industry in some,
To improve and cultivate their just demesne,
Made others covert† what they saw so fair.
Thus war began on earth; these fought for spoil,
And those in self-defence. Savage at first
The onset, and irregular. At length
One eminent above the rest, for strength,
For stratagem, or courage or for all.
Was chosen leader; him they served in war,
And him in peace, for sake of warlike deeds
Reverenced no less.

—*Cowper*

1. Write in simple prose the meaning of the above passage.
2. How did the idea of poetry come into existence?
3. Whom did the primitive people choose their leader? Why did they serve him in war and peace?
4. What difference do you find between a primitive leader and a modern dictator? Name the modern dictators of the big nations.
5. Parse the words marked with †.
6. Make verbs from :—Sweet; Industry; Regular; Length; Courage; Leader; Deed.

XVIII

Crabbed Age and Youth
Cannot live together;
Youth is full of pleasance,
Age is full of care;

Youth like summer morn,
Age like† winter weather;
Youth like summer brave†
Age like winter bare:
Youth is full of sport.
Age's breath is short;
Youth if nimble, Age is lame:
Youth is hot and bold,
Age is weak and cold;
Youth is wild and age is tame:
Age†, I do abhor three,
Youth, I do adore thee,

—*Shakespeare*

1. What is the central idea of the poem?
2. Why does the poet prefer youth to age?
3. Explain the italicised portions.
4. Parse the asterisked words.
5. Write a dialogue between YOUTH and AGE.

XIX

The River of Time

1

The lapse of time and rivers is the same,
Both spend their journeys *with a restless stream*:
The silent pace with which they steal away
No wealth can bribe, nor prayers persuade to stay.

2

Alike irrevocable both when past,
And a wide ocean swallows both at last;
Though each resembles each in every part,
A difference strikes at length the musing heart.

3

Streams never flow in vain: where stream abound,
How laughs the land with various plenty crown'd;
But time, that should enrich the nobler mind,
Neglected, leaves a weary waste behind.

—*Cowper*

1. What two things are compared?
2 What are the points of resemblance between them?
3. State at length wherein the difference lies.
4. Explain the italicised portions.

XX

Children We are All

Of one great father, in whatever clime
Nature or chance hath cast† the seeds of life.
All tongues, all colours : neither after death
Shall we be sorted into languages
And tints, white, black, and tawny. Greeks and
Goth.
Northmen, and offspring of hot Africa ;
The All Father, He in whom we live and move,
He, the indifferent Judge of all †, regards
Nations and hues, and dialects alike†;
According to their work shall they be judged.
When even-handed justice in the scale
Their good and evil weigh*. —*Southey*

1. How does the poet prove in the above passage that God is just and kind ?

2. What lesson does the poet teach us ?

3. Make adjectives from :—Father ; Nature; Life Death ; Nation ; Dialects ; Justice.

4. Differentiate between :—Whigh and Way ; Short and Sort ; Hue and Hew : Caste and Cast.

5. Parse the words marked with asterisks.

XXI

I laugh not at another's loss
I grudge not at another's pain:
No worldly waves wy mind can toss:
My state at one doth remain,
I fear no foe, I fawn no friend;
I loathe not life, nor dread my end.
My wealth is health* and perfect ease!
My conscience clear my chief defence;
I neither seek by bribes* to please,
Nor by deceit to breed offence;
Thus do I live; thus* will I die:
Would all did so as well as I!

—*Sir Edward Dyer*

1. What idea do you form of the poet's character? How far do you agree with his views?

2. Write an essay of twenty lines on 'Health is wealth.'

3. Parse the words marked with asterisks.

[*N. B.* The italicised portions have been explained at the beginning of this section to serve as models.]

XXII

O civilization *vagrant dream!*
Respecting naines and forms that seem;
Thou raisest a foolish dust of snow.
Thyself in darkness does not know;
You climb a hill to comb the hair,
You *murder self* to cherish* care.
To please the public, win esteem,
You sacrilege they self supreme,
You ponder to the taste of slaves,
Blind slaves of fashion, honoured knaves,
To aping custom you conform.
Convention, artificial form.

—*Swami Rama Tirtha*

1. Why does the poet condemn civilization? Give your free opinion on the ideas contained in the above lines.

2. What light does the poem throw on the character of the poet?

3. Explain the portions italicised.

4. Parse the words marked with asterisks.

5. Give the opposites of·—Sacrilege: Rnowledge; Win; Artificial; Please; Civilization.

XXIII

Imperial Delhi

Imperial City! dowered* with sovereign grace
To thy renascent glory still clings
The splendid tragedy of ancient things.
The regal woes of many a vanquished race;
And *Memory's tears* are cold upon thy face
E'en while thy heart's rrturning gladness rings
Loud* on the sleep of thy forgotten kings,
Who in thine arms sought *Life's last resting place.*
Thy changing kings and kingdoms pass away,
The gorgeous legends of a bygone day,
But thou dost still immutably remain
Unbroken symbol of proud his'ories,
Unaging peiesetess of old mysteries,
Before whose shrine the spells of Death are vain.

—*Mrs. Sarojini Naidu*

1. What is the main idea that runs throughout the poem?
2. Illustrate from your knowledge of history the truth contained in the line—'Unbroken symbol of proud histories.'
3. Expand the idea contained in the last line.
4. Explain the portions italicised.
5. Parse the asterisked words.

XXIV

In the hour of my distress,
When temptation me oppress.
And when I my sins confess,
Sweet Spirit, comfort me!

When I lie within my bed,
Sick in heart and sick in head
And *with doubts discomforted*†
Sweet Spirit, comfort me!

When the house doth sigh and weep
And *the world is drowned*† *in sleep,*
Yet† mine eyes the match do keep,
Sweet Spirit, comfort me!

—*Robert Herrick*

1. Give a suitable heading to the poem.
2. What stage in the life of a man is suggested by the poem as a whole.
3. In what circumstances does the poet seek spiritual comfort?
4. Explain the italicised portions.
5. Parse the words marked with †.

I

RAJPUTANA BOARD

ENGLISH—SECOND PAPER, 1938.

Unseen and Grammar

1. The masses of the peasantry, *scourged by poverty,* famine and pestilence, were beginning *to give way to despair*; they could not make their voices heard †, and they saw no hope of relief, in the schools and colleges; western education was teaching † lessons of political history to the itellectuals, and showing them how it was only through *storm and stress* that † the British people had won for themselves the blessing

of freedom. Hence the mind of the younger generation was stirred by vague dreams of revolution and even violent change. *This critical condition of affairs* was clearly understood by Mr. Hume. He had *exceptional knowledge* of what † was going on below the surface. What was to be done? Happily the solution of this fateful problem was ready to his hand. It was to be found in the simple formula of "Trust in the people".

1. (a) Explain the italicised portions.
   (b) Give the substance of the above passage in your own words.
   (c) Parse fully the words marked with.†
   (d) Make a clause analysis of the first sentence above.

2. Convert the following speech into the Indirect narration:—

'Ah! my friend and countryman, what will you think of me, shameless as I am, for having sought this interview? But what could I do? Think what a life I have lived in the last twevle months, shut up among idolators and strangers in the palace of an accursed king, who is guilty of the death of my father and mother. If, considering all this, you still condemn me for venturing out to seek counsel of one who is not only a Moslem but also speaks the dear language of my native land, kill me at once. Real death would be far better than the living death I endure".

3. Rewrite the following letter, avoiding the errors therein:—

My dear friend,

Since long I have not any letter from you. I do not know how you acquitted in the Examination. I am sure that we all cannot pass, but you must because you are our best boy. I had been to yours yesterday and your father told that your brother has been asked to give a new examinarion, his old examination is canceiled. Now I say this is very unjust for the Headmaster. If there were any fault, it was examiner's and not examinees.' In any case the very young age of the boys should be taken into consideration.

Please write any service for me. We are so and so, and hope that you are keeping all right. Expecting an early reply.

Yours sincerely,
RAVI SHANKER

II

U. P. BOARD

ENGLISH—SECOND PAPER, 1939.

Unseen and Grammar

1. Each generation is inclined to think it is wiser than all that have gone before, and in some respects *the claim can be made good*. But the more we know of the earliest ages of civilization, the more surprised we are at the wisdom, energy, mental power, and elevation of spirit displayed in them. *No age has lacked great men*. Some periods are but dimly known; and *their greatest figures only appear mistily*, but we know from the effects they produced that these men must have been great in mind and soul. They so impress their fellow men that they survive in memory as *legendary heroes*. These varied figures come from *a past that lies close to the horizon of history*. *They cover a wide range of time*—more than two thousand years—and they belong to many centuries. Their thought and activity leave a deep impression that powerful human personality has always been appearing and will always appear. *That is one of the world's great sustaining hopes*.

(a) Explain the portions printed in italics in the above passage.

(b) Give a clause analysis of the *first* sentence.

2. Nanak at the early age of twenty-eight, abandoned all his worldly connections and put on the garb of a faqir. He had then two sons, Sri Chand and Lakhmi Das. The considerations of home and family did not matter much to him. His friends and relatives could not persuade him to stay at home. Nanak was meant for a great world. In him was surging a strong desire to serve humanity with truth, and bring peace and contentment to the hearts of the distressed and the poor. He wanted the people to follow the right course of life. He had drunk at the fountain of divine knowledge, and wanted others to taste the sweetness of the nectar of truth.

(a) Give in your own English the meaning of the above passage.

(b) Explain *any three* of the following :—

(i) abandoned all his wordly connections;
(ii) the considerations of home and family;

(iii) in him was surging a strong desire;

(iv) the nectar of truth,

3. Rama drew near to Shiam and asked him if some one had stolen his money. The reply being in the affirmative, Rama inquired how long ago it had happened. About a month and a half was stated by Shiam as the period which had passed since the theft. On Rama's inquiring the amount the sum lost, Shiam estimated it at ten thousand in notes and said that he did not know how and where it had been stolen. The sum had been in a small box that he always carried with him. The lock of the box was intact, but the money was missing. Rama expressed his sympathy for the loss.

The above is the Indirect Narration of a conversation between Rama and Shiam. Convert it into Direct Speech.

4. (a) Distinguish clearly between *any two* of the following pairs of words:—

(i) elder and older; (ii) next and nearest; (iii) later and later; (iv) proceed and precede.

(b) Rewrite *any four* of the following sentences, filling up the blanks with appropriate prepositions:—

(i) His work is inferior——mine.

(ii) I cannot rely——him.

(iii) I did not wish to part——this book.

(iv) The boy died——typhoid.

(v) He has had fever——Thursday last.

(iv) The teacher is angry——your behaviour.

5. (*a*) By expanding the italicised words into a clause in the following simple sentence, convert it, without altering its sense, first into a complex sentence and then into a compound sentence:—

In spite of his illness, he continued to attend to his duties.

(*b*) From the following, select *three* idioms and use each in one sentence to illustrate clearly its usage:—

Pros and cons; ups and downs; a Utopian scheme; a burning question; to play a double game; to follow suit.

III
U. P. BOARD
ENGLISH—SECOND PAPER, 19!0.
Unseen and Grammar

1. For several miles beyond Gaza the land, *freshened by the rains of the last week*, was convered with rich verdure, and *thickly jewelled with meadow flowers* so bright and fragrant that I began to grow almost uneasy—*to fancy that the very desert was receding before me*, and that the long-desired adventure of passing its 'burning sands' was to end in a mere ride across a field. But as I advanced, the true character of the country began to display itself *with sufficient clearness to dispel my apprehensions*, and before the close of my first day's journey I had the gratification of finding that I was surrounded on all sides by a tract of real sand, and had nothing at all to complain of except that there peeped forth at intervals *a few isolated blades of grass*, and many of these stunted shrubs which are the *accustomed food of camel.*

(*a*) Explain the portions printed in italics in the above passage.

(*b*) Write in your own words, in a single sentence what the writer saw at the end of the first day's journey.

(*c*) Give a clause anylysis of the sentence commencing with the words, 'But as I advanced' and ending 'a tract of real sand.'

2. We were still alive, then, and without any broken limbs! We longed for the grey of dawn, and kept a tight hand on the fire. Sleep was out of the question for we should be forzen. Sometimes we noded a moment *while* we sat covering over the *fickering* flames, and Rahim Ali occasionally hummed an air *to make* the time pass. The *all* of a sudden, a light is seen to draw nearer and nearer, the sound of the tramp of horses and men's voices become every minute clearer. Then the *shadowy* outlines of five large horses and three men appear against the sky. The riders dismount and approach us with joyful, friendly greeting.

(*a*) Parse the five words in italics in the above paragraph:—

while, flickering, all, to make, shadowy.

(*b*) Without rewriting the whole paragraph, narrate in your own words, in three or four sentences, the experience of the travellers.

3. Convert the following into indirect narration:—

'Prince and nobles,' he said, 'you speak in presence of those whose swords will soon be at the throats of each other, if they hear their leaders at such terms together. In the name of Heaven, let us draw off, each his own troops, into their separate quarters, and ourselves meet an hour hence in the pavilion of council, to take some order in this new state of confusion.'

4. (*a*) Write four short sentences, one for each word, to show you know the proper meaning of the following:—

fruitful, fertile; eldest, oldest.

(*b*) From the following expressions, select *any three* and use each in one sentence to illustrate clearly its meaning:—

to call on; to see into; to cry out; fall upon; to play at, to come upon.

5. Write each of the following sentences in correct English:—

(*a*) She walks very feeble after that long illness.

(*d*) This is the boy who the Headmaster was looking for.

(*c*) Jack answered, 'He's done it.'

(*b*) We came to the same place that we had passed three hours before

(*e*) If you would kindly reply by return, I shall be obliged.

(*f*) There is no real fellowship between the four brothers.

IV

U. P. BOARD

ENGLISH—SECOND PAPER,—1941

Unseen and Grammar

1. Without science, modern civilization would be impossible. Applied science *transports people from their homes to their work and back*. provides them with concentrated fuel in the shape of coal to heat their homes, and run their factories (wood fuel could not have served), *brings them refrigerated food from the countryside* and even from distant countries, gives them sanitation and pure water, and so on. But once big modern cities have thus come into being, *they bring new problems.* Smoke is one of them. Burning raw coal causes smoke *to hang like*

a ball over most industrial cities, the smoke contains acids which corrode buildings and damage plant life; it is dirty and means more cleaning and washing; *it forms a haze and so cuts of the ultra violet rays of the sun*, which we now know are important for health; it *makes it easier for fogs to form* and causes them to be dark and dense and full of injurious substances, and these logs are the cause of much unnecessary disease.

(a) Explain the italicised portions in the above passage.

(b) Write briefly, and in your own words, the main idea which this passage contains.

(c) Give a clause analysis of the sentence 'Applied science transports............and so on.'

2. Peter was the *darling* of his mother, who seemed to dote on all her children. Deborah was the favourite of her father, and when Peter disappointed him, she become his pride. The sole honour Peter brought away from school was the reputation of being the best good fellow that ever was, and of being the captain of the school in the art of practical joking. His father was disappointed but set about *remedying* the matter in a manly way. He could not afford to send the boy *to read* with any tutor, but he could read with himself, and Miss Matty told me much of the awful preparations in the *way* of dictionaries and lexicons that were made in her father's study the *morning* Peter began.

(a) Which sentences in the above passage do you like best, and why?

(b) Parse fully the italicised words in the above passage.

3. Convert the following into the Indirect form:—

'What! Hasn't she been playing with you all this while?' said the father, 'she had been thinking of nothing but your coming home.' 'I haven't seen her these two hours,' said Tom, eating his slice of plum-cake. 'Good God! she has got drowned!' exclaimed Mrs Tulliver.

4. (a) Construct sentences to illustrate the use of *any four* of the following idioms:—

to take exception to, to make it up, to put up with, to take for, to take after, red-handed, under one's nose, down with it.

(*b*) Distinguish between the meanings of *any four pairs* of words:—

ail, ale; patrol, petrol; poll, pole; lose, loose; council, consel; waive, wave; way, weigh; dairy, diary; magnet, magnate; expand, expend.

5. Expand the following into complex sentences:—
(a) He directed my friend to go there.
(b) Order the nurse to take the patient's temperature.
(c Surely I cannot condone this shortage of attendance.
(d) Tell us the way of doing it.

V

U. P. BOARD

ENGLISH—SECOND PAPER, 1942.

Unseen and Grammar

1. Living in a badly ventilated room for a few hours *produces drowsiness and headache,* a *sense of oppression* and discomfort, *slowing of heart's action,* and *interferes greatly with the efficiency of the teacher* and the scholars. The power of concentration on the part of the scholars is also greatly decreased. Unfortunately the evil does not stop here. A *lowering of vitality results,* and there is *an increased tendency to contract diseases* of all kinds. Under such conditions consumption very often occurs, and infectious diseases, when once started, spread very rapidly. Anaemia, loss of appetite, and *impairment of nutrition* commonly result from bad ventilation.

(*a*) Explain the italicized portions in the above.
(*b*) Write briefly in your own English how living in a badly ventilated room affects the teacher and the students.

2. There are many tests by which a gentleman may be known; but there is one* that never fails—How does he exercise power over those subordinate to him? How does he conduct himself towards women and children? How does the officer treat his men, the employer his servants, the master his pupils, and man in every* station those who are weaker than himself? The discretion, forbearance and kindliness with which power in such* cases is used, may indeed be regarded as* the crucial test of gentlemanly character. When La Mottee was one day passing through a crowd he accidentally trod upon the foot of a young fellow, who forth with struck him on the face 'Ah sire,' La Mottee, 'you will surely be sorry for what you have done, when you know that I am blind.' He who bullies those who are not in a position to resist* may be a snob, but cannot be a gentleman.

(*a*) By what test, according to the above passage, can we know a gentleman?

(*b*) Parse the words marked with an asterisk.

3. 'Give me your coat and umbrella,' said Holmes to the visitor. 'They may rest here on the hook, and will be dry presently. You have come up from the south-west, I see'.

'Yes' from Horsham.'

'That clay and chalk mixture which I see upon your toe-caps is quite distinctive.'

'I have come for advice.'

'That is easily got.'

'And help.'

'That is not always so easy. I beg that you will draw your chair up to the fire, and favour me with some details as to your case.'

'It is no ordinary one.'

'None of those which come to me are.'

Turn the above passage into the indirect form of narration.

4. Construct sentences to illustrate the use of *any four* of the following—

to bear the plam; tit for tat; to talk big; by hook or by crook; null and void; to make a clean breast.

5. Rewrite the following sentences without changing their sense according to the instructions given within brackets.

(*a*) This fact is too good to be true. (Remove 'too')

(*b*) He is weak but he is always courageous (Convert it into a complex sentence.)

(*c*) I will not leave the place until he comes. (Write it in the affirmative form.)

6. Give a clause analysis of the following sentence:—

I keep all the keys, and could go where I liked and do what I liked, so long as I did not disturb him in his privacy.

UNIVERSITY AND BOARD QUESTIONS
(POETRY)

I

Turn, Turn thy hasty foot aside,
Nor crush that helpless worm!

The frame thy wayward looks deried†
Required a God to form†.
The common Lord of all that move,
From whom thy being flowed,
A portion of His boundless love.
On that poor worm bestowed†.
The sun the moon, the stars, He made
For all his creatures free†;
And spread o'er earth the grassy blade,
For worms as well as thee.
Let them enjoy† their little day,
Their humble bliss receive;
O! do not *lightly take away*
The life thou can't give!

—*Patna University*

1. What is the theme of the poem?
2. Give a suitable title to the poem.
3. Explain the italicised portions.
4. Parse the words marked†.

II

Once, on the errands of his mercy bent,
Buddha, the holy and benevolent,
Met a tall monster, huge and fierce of look,
Whose awful voice the hills and forests shook.
'O son of peace!' the giant cried, *'thy fate,*
Is sealed at last, and love shall yield to hate'
The unarmed Buddha looking, with no trace.
Of fear or anger, in the monster's face,
In pity said: 'Poor friend' even thee I love.'
Lo! as he spoke *the sky tall terror sank*
To hand breadth size; the huge abhorrence shrank.
Into the form and fashion of a dove;
And where the thunder of its rage was heard,
Circling above him sweetly sang the bird:
'Hate hath no harm for love; so rang the song;
'And *peace unweaponed conquers every wrong!*'

—*U P., H. S E, 1937.*

1. Supply a title to the poem.
2. Tell the story in your own words.
3. Point out what is miraculous in story.
4. Explain the portions italicised.

III

A nightingale that all day† long.
Had cheered the village with his song.
Nor yet at eve his note suspended,
Nor yet when eventide was ended,
Began to feel, as well he might,
The keen demands of appetite;
When, looking eagerly around,
He spied far off, upon the ground,
A something shining in the dark,
And knew the glow-worm by his spark;
So, stooping† down from hawthorn top,
He thought to put him in his crop.
The worm, aware of his intent,
Harangued him thus, right† eloquent:
'Did you admire† my lamp, quoth he,
'As much as† I your minstrelsy;
You would abhor to do me wrong.
As much as I to spoil your song:
For 'twas the self-same Power Divine.
Taught you to sing and me to shine,
That you with music, I with light,
Might beautify and cheer the night.'
The songster heard the short oration,
And, warbling out his approbation,
Released him, as my story tells,
And found a supper somewhere else.

—U. P., H. S. E., 1939.

1. Supply a suitable title to the poem.
2. Write the story *in your own words.*
3. Parse the words marked with†

IV

Why does the wind so want to be
Here in my little room with me?
He's all the world to blow about.
But just because I keep him out.
H cannot be a moment still,
But frets upon my window still,
And sometimes brings a noisy rain.
To help him batter at the pane.

Upon my door he comes to knock.
He rattles rattles, at the lock,
And lifts the latch and stirs the key—
Then waits a moment breathlessly,
And soon more fiercely than before,
He shakes my little trembling door,
And though 'Come in, come in!' I say,
He neither comes nor goes away.
Barefoot across the chilly floor
I run and open wide the door;
He rushes in and back again,
He goes to batter door and pane,
Pleased to have blown my candle out.
He's all the world to blow about,
Why does he want so much to be
Here in my little room with me?

(*a*) Supply a suitable title to the poem.
(*b*) Write out the substance of this poem in your own words. Be as brief as possible.

—*U. P., H. S. E.* 1940.

V

I bring fresh showers for thirsting flowers,
From the seas and the streams;
I bear light shade for the leaves when laid
In their noon-day dreams.
From my wings are shaken the dews that waken
The sweet buds every one,
When rocked to rest on their mother's breast,
As she dances about the sun.
I wield the flail of the lashing hail,
And whiten the green plains under;
And then again I dissolve it in rain,
And laugh as I pass in thunder.

(*a*) Give a suitable title to the above poem.
(*b*) State the central idea of this poem in your own words.

U. P., H. S. E., 1941

VI

The fox and the cat, as they travelled one day,
With moral discourses cut shorter the way:
' 'Tis great' says the fox, 'to make justice our guide'
'How god-like is mercy!' the other replied.

Whilst thus they proceeded, a wolf from the wood,
Impatient of hunger thirsting for food,
Rushed forth—as he saw the dull shepherd asleep—
And seiz'd for his supper an innocent sheep.
'In vain, wretched victim, for mercy you bleat,
When mutton's at hand' says, the wolf, 'I must eat.'
'What a wretch' says, the cat, ' 'tis the vilest of brutes;
Does he feed upon flesh when there is herbage and roots?,
Cries the fox, 'While our oaks give us acorns so good,
What a tyrant is this to spill innocent blood.
Well, onward they march'd, and they moraliz'd still,
Till they came where some poultry pick'd chaff by a mill.
The sly fox survey'd them with gluttonous eyes,
And made, spite of morals, a chicken his prize,
A mouse, too, that chanc'd from her covert to stray,
The villainous Pussy secured as her prey.

(a) Give a suitable title to the above poem.

(b) Write, in your own words, the substance of the above passage.

—*U. P., H. S. E.*, 1942

1. PUNCTUATION

Uses of a Capital Letter

A Capital letter is used:—

(*a*) At the beginning of each proper noun and proper adjective; as, Govind, Halim, Indian, Eygptian.

(b) At the beginning of each sentence; as, The boy is going to the market.

(*c*) At the beginning of each line of a poem; as,
Nature expects mankind should share
The duties of the public care.

(*d*) To begin the names of God and pronouns used for God; as, The Almighty watches all our actions; He is just and merciful. Allah showers His grace on everybody.

(e) At the beginning of a direct quotation; as,
He said, "What is your name?"

(f) To write the pronoun 'I' and the interjection 'O'; as, He asked me if I was present there.
Help me, O God!

(g) To express titles and academical qualifications (or their abbreviations); as, K. C. S. I., M. L. A., B. A., L. T., B. Com., LL B.

(h) To begin the names of the days and months; as, I shall finish my work by January next. My friend came to me on Sunday last.

(i) To begin the names of personified objects; as—
O Joy of the universe!

(j) To write the names of sects and political parties; as,
The Republicans joined hands with the Communists.

(k) To write the title of a book or chapter: as,
The Ramayana is a book of the Hindus.
Have you read the chapters on the Article and the Pronoun?.

N. B. The first as well as all the other words in the title of a book or a chapter with the exception of articles, prepositions and conjunctions begin with capitals.

Rewrite the following using capital letters where necessary:—

EXERCISE 1

dr. mehta has delivered a fine speech on ancient hindu philosophy. Tulsidas has shown his poetic skill in the ayodhya kanda of the ramacharita manasa. i saw him on monday, the 5th of January. The indian national congress is fighting very peacefully for home rule. The fascists are on inimical terms with the socialists and the communists. mohan is an m.a., l.t. shyam is an m. l. c. i seek thy happiness in every walk of life!

one impulse from a vernal wood
may teach you more of man,
of moral evil and of good,
than all the sages can.

EXERCISE 2

o god! thou art great and thy power is unlimited. He is a b.a., ll b of the benares hindu university, i have taken english, hindi. mathematics and history for the intermediate examination. my father will arrive here on tuesday, the 7th of October, every one is equal in the sight of god, whether he is hindu, christan or muslim. I have read the bible. have you read the chapter, hapine s within? where are thy pangs, death? nowadays congressmen are not holding responsible posts. He said, "my father will do it."

the silence that is in the starry sky!
the sleep that is among the lonely hills.

The Comma (,)

The comma is used:—

1. To separate three or more words of the same Part of Speech; as, China, Japan, Indo-China and India follow Aryan religions.

2, Before and after the words or phrases in apposition; as, Napoleon, ths *Emperor of France,* was a military genius.

3. After an absolute phrase; as, *The sum having risen, I* left my bed.

4. After a Nominative of Address; as *Ladies and Gentlemen,* think on what I have said.

5. After words of the same class going in pairs; as,
He sought his friend *far and near, high and low, in and out.*

6. After an Adverbial pharse or clause at the beginning of a sentence; as,
(i) *After his defeat in the election,* he retired from public life.
(ii) *As he had been defeated in the election,* he retired from public life.

7. Before and after a participal phrase whi.h is capable of being expanded into a clause; as, He, *having seen his lost son,* rushed to embrace him.

8. To separate an infinitive phrase; as,

To be brief, I do not want you.

9. To separate explanatory phases; as, The room is 20 *feet long, 10 feet wide* and 12 feet high.

10. After the reporting portion before a 'Direct' quotation; as, *The teacher said to the pupil,* "Leave the room."

11. To mark an ommission; as,
The Bengali eats rice; the Punjabi, *chaptais*. (Here 'eats' has been omitted and the comma has been used to show the ommission.

12. To separate certain conjuctious; as,
He is simple, *but* he is a wolf in the guise of a sheep.
He was, *however*, strict in discipline.

13. To separate a long coordinate claue; as, From his carrer Asoka appears to have been very kind at heart, *and his deeds of mercy are reflected in his doings.*

14. To separate a Noun clause, when it is a more or less lengthy *subject* or *object* of the finite verb in the principal clause or occupies a special place in the sentence for the sake of emphasis; as,

(i) *When he comes,* no one knows.

(ii) *What is food for one,* is posion for another.

15. To separate an adverbial clause generally; as,
He was turned out, *because he had failed.*

The Semi-colon (;)

The semi-colon is used:—

1. To separate long clauses; as, Portia said, "This bond here gives you no drop of blood; the words expressly are 'a pound of flesh.'

2. To separate two or more clauses or phrases when a greater emphasis is required; as.

If I once catch him on the hip, I will feed fat the ancient grudge I bear him; he hates our Jewish nation; he lends out money gratis; and among the merchants he rails at me.

3. To separate clauses preceded by Alternative or Illative conjunctions; as,

He fled away on seeing me; *otherwise* I would have punished him severely.

The British Premier did all he could to settle the problems of the German minority in Czechoslovakia; *for* he was a peace-loving man.

The Colon(:)

N. B. There is no hard and fast rule to mark this pause. It may, however, be used at the writer's discretion in the following cases:—

1. To introduce an additional remark explaining or confirming a previous statement; as in spite of repeated failure, we should not give up trying: nothing excels an honest effort.

2. To introduce a quotation or a series of clauses: as.
   (*i*) Buddha said: Heal h is but the sport of a dream, and the fear for suffering must take this frightful form."
   (*ii*) My programme is as follows: I get up at 6 A.M., breakfast at 9, and start for the shop at 10.

3. To introduce an example; as.

The noun clause can be used as a subject to a verb : for example. Where he lives is known to me.

4. To separate two contrary sentences ; *e. g.*. Good men eat to live : greedy men live to eat.

The Fullstop (.)

1. It is used at the end of each sentence giving a complete sense ; as,

When he had performed his task, he went home.

2. It is also used at the end of each initial letter of an abbreviation ; as, M.A., M.L.C., B. T., Mrs., Esq.

The Note of Interrogation (?)

It is used to mark the end of an Interrogative sentence ; as, how are you ?

The Note of Exclamation (!)

It marks the end of words or sentences expressing emotion ; as,

(*i*) Nonsense ! I don't believe it.
(*ii*) Woe to health, which must be destroyed by so many diseases ! Woe to this life, where a man remains so short a time !

Inverted Commas ("...")

Inverted commas (single or double) are used to mark the beginning and end of a quotation : as,

The Jew said, "Give me my money and let me go."

N. B Single inverted commas ('...') are also used to mark off a foreign or unusual word from the rest of the construction ; *e g*, He eats 'chapaties.' The feeling is called 'Formication.'

The Apostrophe (')

I. The apostrophe along with 's' is used to denote possession ; as,—Mohan's cow ; Boys' toys.

2. It also denotes that some letter or letters have been omitted ; as,

Don't (do not) ; e'en (even) ; Hon'ble (Honourable.)

3. It is also used to form the plurals of numerical figures, letters of the alphabet and abbreviation ; as, 7's, a's or A's, M A 's.

The Dash (—)

The Dash is used :—

1. To mark a sudden turn in a sentence ; as,

   I love children—little angels of God.

2. To begin a quotation. Here the dash is often accompanied by the colon.

EXAMPLE :—Peter stood forth and said :—

I perceive that God is no respecter of persons.

3. To begin and end a parenthesis.

EXAMPLE : He is—to be just to him—a good natured old man.

Brackets ( )

Brackets are also used to begin and end a parenthetical phrase or sentence.

EXAMPLE : I am going to tell you (I do not know what prompts me to) the secret of my heart.

The Hyphen (-)

It is shorter than a dash and is used to join the parts of a compound word ; as, Pumping-station, Engine-driver.

II EXERCISES ON PUNCTUATION.

Punctuate the following and use capital letters where necessary :—

EXERCISE 1

1. rama said to govind will you call on me in the evening govind said yes.
2. the girl said o what a fun it is.

3. lord chatham said if I were an american as I am an englishman while a foreign soldier remained in my country I never would lay down my arms.

4. the prince having arrived the guns were fired

5. as god fills th whole universe so the soul fills the whole body as god sees and is not seen so the soul sees and is not seen as god nourishes the whole universe so the soul nourishes the whole body as god is pure so the soul is pure

the talmud

EXERCISE 2

1. the world is dying of machinery that is the disease that is the plague that will sweep away and destroy civilization man will have to rise against it sooner or later.

—*george moore*

2. man proposes god disposes

3. better keep yourself clean and bright you are the window through which you must see the world

—*g. b. shaw*

4. stand up brother i have to speak to you

5. from being luxury the motor-car became a necessity from being a necessity it ha become a nuisance —*punch*

EXERCISE 3

1. ramchandra was a brave large hearted king and all his subjects honoured him

2. bacon says reading makes a full man writing an exact man speaking a ready man

3. explain the following with reference to the context

she lived unknown and few could know
when lucy ceased to be
but she in her grave and oh
the difference to me

4. gopal is a teacher ramesh a doctor

5. devi will finish the work mohan never

EXERCISE 4

1. i did this work he another

2 shylock stood aghast antonio was to escape him after all is that the law he asked portia offered to show him the law on the subject by which the unlawful shedding of blood was punished with confiscation of property by the state gratiano seeing shylocks discomfiture cried out mockingly of learned judge mark jew a learned judge

3. only he can earn immortal fame who has a self-sacrificing spirit who is impartial and whose heart is full of the milk of human kindness

EXERCISE 5

1. that ramchandra was an incarnation of god is believed by the hindus
2. will you tell me what you had for breakfast
3. go there friends at once
4. he is a fine young man in deed
5. moti is expert in wood work
6. the socialists and the communists work together for the welfare of the country
7. hamlet the young prince of denmark was once the gayest and most lively of men taking part in all kinds of hunting and sports but a great trouble came to cloud his life his father died suddenly in a mysterious way and hamlet being a thoughtful young man and loving his father who had been a good and wise king took his death much to heart

EXERCISE 6

1. i am not sure i would always fight for my life life might not be worth fighting for
2. joti is underfed but gopi is not
3. honble rai bahadur bhola singh is an m l a
4. dot your i s and cross your t s
5. the king was rather displeased that the disciple seeing him had not risen and he remarked to the buddha your disciple must have enjoyed himself to his hearts content for there he lies entirely at his ease singing a song

EXERCISE 7

1. the old man whom i met the other day is dead
2. this is the man whom i gave the book
3. the principal export of england are machines cloth drugs and medicines
4. how happy i feel there
5. he has taken english mathemaics and geography for his b a examination
6. o my child my dear child cried poor midas wringing his hand i would not have given that one small dimple in marygolds chin for the power of changing this whole big earth into a solid lump of gold

EXERCISE 8

1. the following gentlemen have been selected for the interview
mr nand ram mr gopal krishna mr dev singh and mr rahmat khan
2. the post office is at a distance of one mile from this place
3. o god thou art omnipresent and omnipotent
4. and so the great being having interceded with the king all creatures rose up and established him in the five precepts walk in righteousness o king said he doing justice and mercy to fathers and mothers to sons and daughters to city dwellers and countrymen so that when your body is dissolved you shall enter the happy world of heaven

EXERCISE 9

1. mr j s smith m a i e s is a fast friend of mr a b alfred superintendent of police delhi
2. then at length the two gentlemen came to terms
3. wretched fellow thou hast deceived me
4. may you live long
5. i have no time therefore i cannot go with you
6. the climate of bengal is i think very unhealthy
7. there is among the records of newton the following sentence in the spirit of shakespeare i seem to have been only a boy playing on the sea shore and diverting myself in finding a smoother pebble or a prettier shell than ordinary while the great ocean of truth lay all undiscovered before me —*P. U. 1929*

EXERCISE 10

1. when i reached home i found my mother sick
2. the garden which is on the left side of the road belongs to my uncle
3. run to the station or you will miss the train
4. this is the house where i was born
5. he was able to learn in one month what generally took seven he then returned home he wanted to start work on his own account but other people said you havent studied seven months we cannot allow it. —*P. U. 1909*

EXERCISE 11

1. where he lives is not known to me

2. the land revenue which is the main item of the government income is now reduced

3. what a pitiable condition is his

4. he received five rupees from his friend it was all he required some money

5. write your o s and as clearly

6. well friend midas said the stranger pray what do you do with the golden touch

midas shook his head

i am very miserable said he very miserable indeed exclaimed the stranger and how happens that have i not faithfully kept my promise with you have you not everything that your heart desired.

EXERCISE 12

1. heaven what an age is this what race of giants are sprung up that dare thus fly in the almightys face and with his providence make war

i can go nowhere but meet
with malcontents and mutineer's
as if in life was nothing sweet
and we must blessings reap in tears.

—charless cotton

2. it is forgotten that he who surrounded us with this ever evolving mystery of creation the ineffable wonder that lies hidden in the microcosm of the dust particle enclosing within the intricacies of the atomic form all the mystery of the cosmos has also implanted in us the desire to question and understand *—sir jagdish bose*

EXERCIS 13

1. salim is a jack of all trades but master of none

2. friends relations neighbours all can be tested at the time of adversity

3. seeing them fighting some passers by gathered together

4. shakespeare says sweet are the uses of adversity

5. o death where are thy pings

6. those people ate the dry bread together and frederick said kate i hope yon made the door safe when you came away no answered she you did not tell me then go home and do it now before we go any further said frederick and bring with you something to eat. *—grimm*

EXERCISE 14

1. you do not write your 7 s or 8 s clearly
2. dont do it in future
3. i cannot give up this trade the trade will bring me a large fortune
4. forget mistakes organise victory out of mistakes
5. come to my house i will give yon some money
6. nelson now desired to be turned upon his right side and said i wish i had not left the deck for i shall soon be gone death was indeed rapidly approaching he said to the chaplain docter i have not bcen a great sinner his articulation now become difficult but he was distinctly heard to say thank god i have done my duty —*southey*

EXERCISE 15

1. the school being closed the boys went home
2. do not move in the society of the wicked it will ruin your career
3. shakespeare says uneasy lies the head that wears the crown
4. long live the king and the queen
5. the next meeting of the association was held on sunday march 2 1939
6. on the eve of the battle of sikri babar called an assembly of all the amirs and officers and addressed them noblemen and soldiers every man that comes into the world is subject to death when we are gone god only survives unchangeable whoever comes to the feast of life must before it is over drink from the cup of death he who arrives at the inn of morality must one day inevitably take his departure from the house of sorrow the world how much better it is to die with honour than to live with infamy

EXERCISE 16

1. the word swaraj means home rule
2. the tales of bengal is a very interesting story book
3. o death come to me I can no longer drag this miserable existences
4. the indian national congress is trying its best to uplift the condition of the ignorant masses
5. a boy asked his father how old are you

6. partap was nobly supported and though wealth and fortune tempted the faith of his retainers not one was found base enough to desert him the sons of jaimal shed their blood in his cause along with the descendants of patta the chandawats the descendants of chanda redoubled the devotion to the fallen house the chief of dailwara pressed to his standard as did many others attracted by the very desperation of his fortunes.

EXERCISE 17

1. the three fountains of learning are seeing much suffering much studying much
2. mahatma gandhi wants to reunite the hindus and the muslims
3. gopal owns a house triveni a farm
4. what is lotted cannot be blotted
5. goldsmiths spirits and heelth gave way he was atacked by nervous fever which he thought himself competent to treat it would have been happy for him if his medical skill had been appreciated as justly by himself as by others notwithstanding the degree which he pretended to have obtained at padua he could procure no paticnts i do not proctise he once said i make it a rule to prescribe only for my friends pray dear doctor said beauclerk alter your rule and prescribe only for your enemies —*macaulay*

EXERCISE 18

Barber—hair cut or shave sir

Customer—i want my hair cut please shall i have to wait long

B.—only a few minutes sir while i finish with this gentleman please take a seat perhaps you would like to see the paper.

C.—thanks

B.—now i am ready for you sir do you want the hair cut short sir

C.—on just medium not too short

B.—very good sir

C.—cut it a little shorter at the back please

B.—certainly sir

C.—yes that is better

B.—shall i put anything on your hair sir
C.—just a little hair wash
B.—there you are sir just let me brush your coat
C.—Thanks how much
B.—one rupee sir thank you good morning sir
C.—good morning

—h martin

III. EXERCISES ON PUNCTUATION

(University and Board)

Rewrite the following using proper punctuation marks and capital letters:—

1. mr robinson replied harry you do good in your own way and i in mine each of us according to our lights but let me say this i would rather be instrumental in gods hand of converting a sweeper than of robbing one of your richest people (P. U.)

2. we laid our money upon camels concealed in bales of cheap goods and travelled to the shore of the red sea when i cast my eyes on the expanse of waters my heart bounded like that of a prisoner escaped i remembered that my father had obliged me to the improvement of my stock not by a promise which I ought not to violet but by a penalty which i was at liberty to incur and therefore determined to gratify any predominant desire and by drinking at the fountains of knowledge to quench the thirst of curiosity (C. U.)

3. my friend sir roger de coverley told me the other night that he had been reading my paper on westminster abbey in which there were a great many ingenious fancies he told me at the same time that he observed I had promised another paper upon the tombs and that he should be glad to go and see them with me not having visited them since he read history (B. U.)

4. on the slopes of jako the wooded eminence that rise above the town the enterprising german establishes his concert hall and his beer garden among the rhododendron trees madame blavatsky colonel olcott and mr sinnet move mysteriously in the performance of their wonders and the wealthy tourist from america the botanist from berlin and the casual peer from great britain are not wanting to complete the motley crow (Pun. Ent.)

5. if that be the case said the father you certainly shall not go but make another attempt and i will leave it to your honour if the road is dangerous you may return but remember boys i leave it to your honour the snow was deep enough to have afforded them a reasonable excuse but horatio was not to be prevailed upon to turn back we must go on said he remember brother it was left to our honour (Cal. Ent.)

6. at last friday pitched upon a tree for i found he knew much better than i what kind of wood was fittest for it nor can i tell to this day what wood to call the tree we cut down except that it was very like the tree we call fustic or between that and the nicaragua wood for it was much of the same colour and small (M. U.)

7. mr pringle who very near laughing himself answered with great good humour well then mrs barnaby i suppose we must do without it and i do not think there will be much danger either he then took his departure leaving mrs barnaby quite determined that agnes should drink water (Pun. Ent.)

8. two frogs went into a cool dairy by a sad chance they fell into a large basin of fresh milk one frog was always cheerful and had good hopes of the future even in painful circumstances the other frog lost hope when he fell into the milk and gave up all attempts to save his life so he soon perished but the cheerful frog swam about bravely till in the early morning the dairy maid came and rescued him (Pun. Ent.)

9. your son is certainly a boy of ability said the headmaster but it all depends upon you whether he is to do well at school what an extraordinary statement said the father how can his progress possibly depend upon me you can see replied the headmaster that he does his home work carefully oh yes said the father i can at least do that much (A. U.)

10. jenner was now certain of his ground he therefore published his new discovery to the world in the following year thirty three physicians and forty eminent surgeons signed a statement that they believed in the new discovery of jenner the king and the royal family bestowed great attention upon him and the new practice of vaccination began.

IV. WORD-BUILDING

Nouns into Adjectivss

Noun	Adjective
Abuse	abusive
accident	accidental
advenure	adventurous
advice	advisory
air	aerial
ancestor	ancestral
angie	angular
authority	authoritative
autumn	autumnal
Body	bodily
bountry	bounteous bountiful
brass	brazen
beast	bestial
brute	brutal
Calamity	Calamitous
centre	central
ceremony	ceremonial
circle	circular
college	cllegiate
colony	colonial
contempt	contemptuous
crime	criminal
custom	customary
conscience	conscientious
Day	daily
dew	dewy
dog	doggish; canine
drama	dramatic
Emperor	imperial
expectation	expectant
example	exemplary
expression	expressive
expense	expensive
enemy	inimical
emphasis	emphatic
essense	essential
Fable	fabulous
fault	faulty
fever	feverish
fire	fiery
fog	foggy
force	forcible; forceful
Gas	gaseous
god	godly
glory	glorious
grief	grievous
gum	gummy
grass	grassy
Habit	habitual
haste	hasty
haze	hazy
heart	hearty
heaven	heavenly
hero	heroic
Ice	icy
idiot	idiotic
island	insular
industry	industrious; industrial
Joy	joyous
joke	jocular
king	kingly
Labour	laborious
licence	licentious
lustre	lustrous
Machine	mechanical
merchant	mercantile
metal	metallic
medicine	medicinal
merit	meritorious
Miracle	miraculour
money	monetary

mathematics	mathematical
minister	ministerial
muscle	muscular
matrimony	matrimonial
myth	mythical
Navy	naval
nerve	nervous
neighbour	neighbourly
number	numerous
Ornament	ornamental
ocean	oceanic
origin	original
People	popular
palace	palatial
permission	permissible
picture	picturesque
population	populous
poet	poetical
prose	prosaic
prejudice	prejudicial
prodigy	prodigious
practice	practical
price	precious
problem	problematic
Quarrel	quarrelsome
Religion	religious
rigour	rigorous
ruin	ruinous
Star	starry
scholar	scholastic
sedition	seditious
service	serviceable
slave	slavish

society	social
secretary	secretarial
study	studious
Spain	Spanish
silk	silken
space	spacious; spatial
sun	sunny
system	systematic
sympathy	sympathetic
Talk	talkative
terror	terrible
thief	thievish
trifle	trifling
tutor	tutorial
type	typical
Urge	urgent
Value	valuable
vapour	vapoury
vigour	vigorous
vice	vicious
Viceroy	viceregal
voice	vocal
Water	watery
will	wilful; willing
winter	wintry
wool	woollen
world	worldly
Youth	youthful
yearly	yearly; annual

Adjectives into Verbs

Able	enable
abundant	abound
Beautiful	beautify
bestial	bestialize
black	blacken
brief	abbreviate
brutal	brutalize

broad	broaden
Certain	ascertain
cheap	cheapen
circular	encircle
civil	civilize
clear	clarify
Deep	deepen

dear	endear
dense	condense
different	differentiate
double	duplicate
dramatic	dramatize
Equal	equalize
False	falsify
familiar	familiarize
fertile	fertilize
firm	confirm
fine	refine
flat	flatten
fresh	refresh
General	generalize
Humble	humiliate
Just	justify
Lame	limp
large	enlarge
little	belittle
local	localize
Mad	madden
mean	demean
moist	moisten
New	renew
neutral	neutralize
noble	ennoble
Peaceful	appease ; pacify
popular	poplarize
poor	impoverish
proud	pride
pure	purify
Real	realize
right	rectify
rich	enrich
Safe	save
short	shorten
strange	estrange
stupid	stupefy
special	specialize
sure	ensure
sweet	sweeten
Thick	thicken
Vile	vilify
Weak	weaken
wide	widen

Adjectives into Nouns

Able	ability
absent	absence
absurd	absurdity
abundant	abundance
acid	acidity
accurate	accuracy
adequate	adequacy
Brave	bravery
bankrupt	bankruptcy
brief	brevity
broad	breadth
brutal	brutality
busy	business
Certain	certainty
chaste	chastity
civil	civility
compulsory	compulsion
cowardly	cowardice
curious	curiosity
Deep	depth
dense	density
double	duplicity
Efficient	efficiency
equal	equality
False	falsehood
fast	fastness
ferocious	ferocity
fertile	fertility
fervent	fervour
frank	frankness
frequent	frequency
Gay	gaiety
gallant	galiantry
grand	grandeur
generous	generosity
great	greatness

Happy	happiness	poor	poverty
hard	hardship	popular	popularity
high	height	proper	propriety
holy	holiness	private	privacy
honest	honesty	proud	pride
hot	heat	prudent	prudence
humble	humility	public	publicity
human	humanity	pleasant	pleasure
Innocent	innocence	**Rare**	rarity
inferior	inferiority	real	reality
intense	intensity	rigid	rigidity
immense	immensity	rival	rivalry
Jealous	jealousy	rich	richness
just	justice	round	roundness
Lenient	leniency	royal	royalty
liberal	liberality	**Safe**	safety
little	littleness	scarce	scarcity
local	locality	secret	secrecy
literary	literature	solid	solidity
Magical	magician	solitary	solitude
medical	medicine	splendid	splendour
merry	merriment	strong	strength
moist	moisture	stupid	stupidity
magnificent	magnificence	supreme	supremacy
mortal	mortality	**Timid**	timidity
Necessary	necessity	true	truth
noble	nobility	**Uniform**	uniformity
notorious	notoriety	**Vacant**	vacancy
Obedient	obedience	vain	vanity
opposite	opposition	vital	vitality
original	originality	**Weak**	weakness
Perfect	perfection	wide	width
permanent	permanence	wise	wisdom
pious	piety	**Young**	youth

Change from words of different parts of speech into abstract nouns :—

Words	*Abstract nouns*	*Words*	*Abstract nouns*
Adverse	adversity	**Baby**	babyhood
admire	admiration	beggar	beggary
agent	agency	boy	boyhood

Words	*Abstract nouns*	*Words*	*Abstract nouns*
bond	bondage	man	manhood
Child	childhood	Owner	ownersh
coin	coinage	Patriot	patriotism
coward	cowardine	priest	priesthood
cook	cookery	prior	priority
creature	creation	prudent	prudence
Diligent	diligence	priest	priesthood
Enthusiasm	enthusiasm	Regent	regency
excel	excellence	rogue	roguery
Friend	friendship]	Senior	seniority
Hero	heroism	servant	service
Inferior	inferiority	speak	speech
infant	infancy	slave	slavery
Junior	juniority	surgeon	surgery
king	kingship	Thief	theft
Leak	leakage	teacher	teachership
Machine	mechanism	Woman	womanhood
maintain	maintenance	widow	widowhood

Change of Verbs into Present Participles

Verbs	*Pr. Participles*	*Verbs*	*Pr. Participles*
Admit	admitting	forget	forgetting
agree	agreeing	fulfil	fulfilling
Begin	beginning	Hit	hitting
bid	bidding	Lie	lying
befit	befitting	Prefer	preferring
bury	burying	Occur	occurring
bite	biting	Rob	robbing
beg	begging	Ship	shipping
Come	coming	sin	sinning
cut	cutting	swim	swimming
Dare	daring	sit	sitting
dye	dyeing	spin	spinning
dig	digging	shed	shedding
Envy	envying	Travel	travelling
eye	eyeing	Win	winning
Fan	fanning	worship	worshipping
fly	flying	write	writing

Nouns into Verbs

Nouns	Verbs	Nouns	Verbs
Advice	advise	halt	halve
authority	authorize	hand	handle
apology	apoligize	harmony	harmonize
Bath	bathe	haste	hasten
beauty	beautify	head	behead
belief	believe	height	heighten
black	blacken	heir	inherit
blood	bleed	horror	horrify
brass	braze	Idol	idolize
breadth	broaden	island	insulate
breath	breathe	Joy	enjoy
Centre	centralize	justice	justify
class	classify	Knee	kneel
cloth	clothe	Loss	lose
cloud	becloud	liquid	liquefy
colony	colonize	list	enlist
company	accompany	Magnet	magnetize
choice	choose	mass	amass
critic	criticize	memory	memorize
custom	accustom	Notice	notify
Danger	endanger	nature	naturalize
dew	bedew	nation	nationalize
defence	defend	necessity	necessitate
drop	drip	Origin	originate
Economy	economize	Patron	patronize
electricity	electrify	peace	pacify
envelope	envelope	person	personify
Fame	defame	practice	practise
food	feed	prison	imprison
fool	befool	peril	imperil
force	enforce	price	prize
fraud	defraud	Right	rectify
friend	befriend	red	redden
fright	frighten	Sale	sell
fruit	fructify	seat	sit (also seat)
Gas	gasify	slave	enslave
glass	glaze	sermon	sermonize
gold	gild	snare	ensnare
grass	graze	society	associate
grief	grieve	spark	sparkle
Habit	habituate	sympathy	spmpathize

Nouns	Verbs	Nouns	Verbs
system	systematize	title	entitle
Table	tabulate	tomb	entomb
terror	terrify	Utility	utilize
tuition	tutor (v)	Vapour	evaporate
throne	enthrone	verse	versify
trial	try	vigour	invigorate

Antonyms (words having opposite meanings)

(a) Different Words

Words	Antonyms	Words	Antonyms
Accept	reject	debtor	creditor
active	passive	diligent	idle
acknowledge	disown	domestic	wild
advance	retreat	Early	late
adversity	prosperity	economical	extravagant
analysis	synthesis	economy	prodigality
ancient	modern	elevation	depression
anterior	posterior	easy	difficult
arrival	departure	enrich	impoverish
ascend	descend	encourage	discourage
assemble	disperse	exterior	interior
associate	dissociate	False	true
attack	defend	fame	infamy
Barbarous	civilized	faithful	treacherous
barren	fertile	finite	infinite
beginning	end	final	initial
blunt	sharp	frank	reserved
bold	timid	fresh	stale
brave	cowardly (*adj*)	friendly	hostile
bright	dull	full	empty
broad	narrow	Gain	loss
Care	neglect	general	particular
cheerful	grave	great	small
compare	contrast	Hapiness	misery
confident	diffident	haste	delay
consent	dissent	high	low,
concord	discord	honour	shame
confess	deny	hope	despair
credit	cash	hopeful	despondent
Defensive	offensive	humanity	brutality
deep	shallow		

Words	*Antonyms*	*Words*	*Antonyms*
humble	haughty	pure	mixed ; adulterated
Import	export	punish	reward
increase	decrease	**Quick**	slow
inhale	exhale	**Rash**	mild
interior	exterior	religious	secular
include	exclude	recover	lose
Junior	senior	remember	forget
Knowledge	ignorance	retreat	advance
Make	mar	rich	poor
material	spiritual	**Sharp**	lunt
majority	minority	sacred	profane
masculine	feminine	savage	tame
maximum	minimum	stern	mild
Natural	artificial	strange	familiar
Optimist	pessimist	soft	hard
oral	written	superior	inferior
Peace	war	smooth	rough
prosperity	adversity	**Tragedy**	comedy
plenty	scarcity	transparent	opaque
persuade	dissuade	thick	thin
plaintiff	defendant	**Uniform**	varied
presence	absence	**Victory**	defeat
pride	humility	virtue	vice
profit	loss	**Written**	verbal
prohibit	permit		

(b) Prefixes used

Words	*Antonyms*	*Words*	*Antonyms*
Active	inactive	continue	discontinue
attentive	inattentive	consistent	inconsistent
approval	disapproval	**Do**	undo
appropriate	inappropriate	decent	indecent
applicable	inapplicable	**Expedient**	inexpedient
apt	inapt	expressible	inexpressible
arm	disarm	expensive	inexpressive
approachable	inapproachable (un)	**Firm**	infirm
		fortunate	unfortunate
appear	disappear	famous	infamous
Believe	disbelieve	**Glorious**	inglorious
Close	disclose	**Honour**	dishonour
convenient	inconvenient	human	inhuman

Words	*Antonyms*	*Words*	*Antonyms*
Join	disjoin	patient	impatient
Like	dislike	possible	impossible
literate	illiterate	**Quiet**	disquiet
logical	illogical	**Regular**	irregular
legal	illegal	rational	irrational
legitimate	illegitimate	repute	disrepute
lock	unlock	resistible	irresistible
Mount	dismount	reproachable	irreproachable
merit	demerit	resolute	irresolute
Noble	ignoble	responsible	irresponsible
Overpaid	underpaid	**Safe**	unsafe
Polite	impolite	sensible	insensible
pious	impious	sane	insane
pure	impure	**Tie**	unite
partial	impartial	timely	untimely

Diminutives (smaller than the normal)

Words	*Diminutives*	*Words*	*Diminutives*
Ball	bullet	**Lamp**	lambkin
baron	baronet	lance	lancet
bird	birdie	**Man**	manikin
book	booklet	**Owl**	owlet
brook	brooklet	**Part**	particle
bull	bullock	poet	poetaster
Cat	kitten	**Ring**	ringlet
crown	coronet	river	rivulet
Dear	darling	room	roomlet
duck	duckling	**Stream**	streamlet
Eagle	eaglet	**Tower**	turret
eye	eyelet	table	tablet
Goose	gosling	**Village**	hamlet
Hill	hillock	**Weak**	wealking
Ice	icicle		

English Nouns and their Latin Adjectives

Nouns	Latin Adjectives	Nouns	Latin Adjectives
Age	senile	hell	internal
Brother	fraternal	home	domestic
blood	sanguinary	help	auxiliary
body	corporal	King	royal; regal
beginning	initial	Life	vital
burden	onerous	lip	labial
Cat	feline	love	amorous
city	urban	Money	pecuniary
cow	vaccine	man	human
church	ecclesiasical	mother	maternal
child	puerile	mouth	oral
Daughter (son)	filial	mind	mental
day	diurnal	moon	lunar
death	mortal	Name	nominal
dog	canine	night	nocturnal
degree	gradual	nose	nasal
Ear	auricular	north	boreal
earth	terrestrial	nature	normal
end	final	Place	local
east	oriental	point	punctual
egg	oval	praise	laudable
eye	ocular	punishment	penal
Father	paternal	Root	radical
flesh	carnal	room	sapacious
friend	amicable	salt	saline
foot	pedal	sea	marine; maritime
fire	igneous		
flower	floral	ship	naval
flock	gregarious	sight	visible
fear	timorous	sky	ethereal
God	divine	spring	vernal
gospel	evangelic; evangelcial	shepherd	pastoral
		sun	solar
Hand	manual	south	austral
husband *or* wife	conjugal	star	astral
		Tooth	dental
hair	capillary	town	urban
heart	cordial	taste	palatable
horse	equestrian	touch	palpable
heaven	celestial	tongue	lingual

Nouns	Latin Adjectives	Nouns	Latin Adjectives
trees	arboreal	wood	sylvan
Voice	vocal	word	verbal
village	rural	womb	uterine
War	martial	wheel	rotary
woman	effeminate	will	voluntary
world	mundane	watch	vigilant
west	occidental	Year	annual
water	aquatic	youth	juvenile

Verbs into Nouns

Verbs	Nouns	Verbs	Nouns
Accomplish	accomplishment	commit	committal ; commitment
accept	acceptance	condemn	condemnation
accompany	accompaniment	consume	consumption
acknowledge	acknowledgment	conceal	concealment
admit	admission ; admittance	Decide	decision
		deceive	deception
		defend	defence
advise	advice	degrade	degradation
allude	allusion	defy	defiance
apprehend	apprehension	deny	denial
approve	approval	depart	departure
appear	appearance	do	deed
acquit	acquittal	drink	draught
acquaint	acquaintance	drive	drove (n)
acquire	acquirement	Enthuse	enthusiasm
authorise	authority	envelop	envelope
Bathe	bath	emigrate	emigrant : emigration
bear	birth		
betray	betrayal	expel	expulsion
beg	beggar	explain	explanation
break	breach	exaggerate	exaggeration
bind	bond	express	expression
bite	bite (no change)	excel	excellence
Carry	carriage	exist	existence
choose	choice	expect	expectation
compel	compulsion	except	exception
conceive	conception	Furnish	furniture
collide	collision	Govern	government

Verbs	*Nouns*	*Verbs*	*Nouns*
give	gift	prepare	preparation
grieve	grief	pursue	pursuit
grow	growth	Quote	quotation
go	gait	Receive	receipt ; reception
guide	guidance	redeem	redemption
Hate	hatred	resign	resignation
heal	health	recede	recess
Ignore	ignorance	reduce	reduction
inherit	inheritance	relieve	relief
inspire	inspiration	refer	reference
Judge	judgment	rely	reli ınce
Know	knowledge	refine	refinement
Laugh	laughter	reveal	revelation
learn	learning	respond	response
lend	loan	refuse	refusal
live	life	refresh	refreshment
lose	loss	reform	reformation
Move	motion : movement	See	sight
		serve	service
Narrate	narration	seize	seizure
	narrative	secure	security
Obey	obedience	shake	shock
object	objection	slav	slaughter
oblige	obligation	sow	seed
occupy	occupation	speak	speech
offend	offence	steal	stealth
operate	operation	strike	stroke
oppose	opposition	suspend	suspension
Perform	performance	succeed	success
persuade	persuasion	Tell	tale
perceive	perception	try	trial
please	pleasure	think	thought
practise	practice	tutor (*v.*)	tuition ; tutor
precise	precision	thieve	theft
predict	prediction	Urge	urgency
pretend	pretence	usurp	usurpation
proceed	procedure	Vacate	vacancy
protect	protection	vary	variety
prophesy	prophecy	Weigh	weight
provide	provision	weave	web
precede	precedence	write	writ ; writing

V. EXERCISES ON SPELLING AND VOCABULARY

EXERCISE 1

Change the following nouns into adjectives:—

Accident; air; advice; brute; circle; college; conscience; contempt; courage; crime; autumn; enemy; custom; able; fault; force; gas; machine; palace; night; winter: wool; viceroy.

EXERCISE 2

Frame nouns from the following verbs:—

Allude; arrive; break; bind; contain; furnish; envelop; explain; expel; give; imply; presume; lose; oblige; diminish; reveal; write; tell; prepare; heal; grieve; exist.

EXERCISE 3

Make nouns from the following adjectives:—

Abundant; wide; vain; supreme; splendid; ridiculous; equal; gay; civil; deep; high; humble: candid; busy; fertile; brief; mortal; moist; public; grand; ferocious.

EXERCISE 4

Write the Latin adjectives of the following nouns:—

Money; salt; west; east; male; earth; ear; moon; son; sun; father; mother; eye; sea; king; heart; spring place; life; hope; night; day; God; water; hand; heaven; flesh; tooth.

EXERCISE 5

Frame verbs from the following nouns:—

Vapour; blood; advice; authority; cloth; peace; origin; glass; custom; company; courage; necessity; substance; price; neuter; example; habit; brood; society; bath; tale; table.

EXERCISE 6

Change the following verbs into present participles:—

Benefit; bury; buy; forget; lie; flee; bite; set; worship; begin; admit; spin; rescue; rob; win; swim: sit; dig; sin; shoe; envy; cut; shed; hit; journey; owe; travel; stay; occur; refer; bid; argue; imply; knit; carry; use; judge; cycle; profit; excel; stir; cram; trim; shun; omit; control; forbid; house; tie; die; dye.

EXERCISE 7

Write the diminutive forms of the following nouns:—

Hill; crown; tower; leaf; lamb; babe; ice; man; cat; cigar; river; bird; seed.

EXERCISE 8

Add the appropriate prefix out of *un; ig; ir; il; im; dis;* or *in* to the following words to form their antonyms:—

Perfect; obedient, lawful; material; loyal; equal; logical; resistible; noble; movable; active; agreeable; animate; honest; moral; regular; pure; legitimate; moral; sufficient; attentive; moderate.

EXERCISE 9

Give the past participles of:—

Solict; profit; prohibit; benefit; combat; deposit; differ; gossip; limit; bid; bear; drink; dye; weave; deal; beseech; work; cost; travel; journey; lay; pay; smite; forsake; choose; beget; picket; merit; mutter; offer; visit; vomit; cast; slay.

EXERCISE 10

Change the following words into abstract nouns:—

Leak; hermit; act; beggar; coin; slave; agent; infant; thief; speak; patriot; regent; servant; king; seize; creature; broker; excellent; pilgrim; realize; person; bond.

EXERCISE 11

Add the proper ending *ance* or *ence* to each of the following, making the necessary changes in spelling:—

Remit; vigil; comply; resist; exist; hinder; pursue; abhor; excel; pretend; acquaint; abound; assure; vary; persist; repent; prefer; ally: admit; differ; obey; refer; rely.

EXERCISE 16

Add the appropriate suffix out of *ful, ly, il, y, ish* to the following words, making the necessary changes in spelling:—

True; due; winter; tribe: medicine; beauty; duty; skill; boy; colony; substance; essence; crime; book.

EXERCISE 13

Add the suffix *ous* to the following words, making the necessary changes in spelling :—

Covet; mischief; danger; virtue; wonder; fable; mystery; melody; glory; calamity; monster; industry; harmony; courage; price; ruin; envy; vice; study; zeal; grief; peril; bounty; humour; court; gas; outrage; right; injure; avarice.

EXERCISE 14

Add the suffix *able* or *ible* to the following words, making the necessary changes in spelling :—

Advice; contempt; profit; love; force; pay; resist; agree; blame; move; access; value; remove; eat; change; reduce.

EXERCISE 15

Make nouns by adding either *or,* or *er* to the words, making the necessary changes in spelling :—

Jewel; invent; labour; carry; elect; survey; level; operate; school; beg; murder; inspect; credit; buy; run; begin; exploit; separate; calculate; sing; senate.

EXERCISE 16

Make adverbs by adding *y* or *ly* to the adjectives, making the necessary changes; in spelling :—

Pretty; due; true; affectionate; easy: complete; mutual; merry; lucky; beauty; usual; original; reluctant; willing; simple; merciful; dutiful; skilful; sturdy; single.

EXERCISE 17

Add *ed* or *d* to the following, making the necessary changes in spelling :—

Incur; confer; occur; excel; travel; rescue; squat; repel; revel; hurry; treasure; comfort; pay; soothe; survey; copy; benefit.

EXERCISE 18

Add 'ei' or 'ie' to the following :—

Gr—ve; rec—pt; perc—ve; retr—ve; pr—st: hyg—ne; s—ze; bel—f; ach—ve; ch—f; dec—ve; rel—f; conc—t; th—f; v—l; n—gh; y—ld; br—f; n—ce; forf—t; l—ge; surf—t; f—gn; glac—r.

EXERCISE 19

Add 'city' or 'sity' to :—

Simpli—; eccentri—; multipli—; elasti—; diver—; inten—; curio—; verbo —; electric—; den—; atro—; animo—; saga—; genero—.

EXERCISE 20

Add the proper ending 'tion' or 'sion' to complete the spelling of the following :—

(a) Excur—; colli—; men—; man—; ambi—; popula—; posses—; profes—; permis—; na—; mo—; sugges—; atten—; applica—; associa—; anticipa—; administra—; ammuni—; associa—.

(b) Deci—; confu—; auc—; conclu—; combina—; explo—; elec—; discus—; determina—; divi—; exclu—; compul—; contu—; commis—; direc—; attrac—; arbitra—; resolu—; reputa—, ses—; sugges—; informa—.

EXERCISE 21

Insert 'ant' or 'ent' in each of the following :—

Resist—; Suffici—; excell—; bene fic—; attend—; cog—; depend—; immigr—; complem—; differ—; correspond—; disinfect—; immin—; serp—; inhabit—; serv—; trilli—; monum—; pertin—; fragr—; promin—; contin—; perman—; vali—; adjac—; restaur—; ten—.

EXERCISE 22

Insert 'cious or 'tious' in each of the following blanks :—

Spa—; mali—; infec—; effica—; saga—; avari—; fero—; supersti—; conscien—; ostenta—; ambi—; vi—; ficti—; deli—; pern—; atro—; vora—; seli—; capri—.

EXERCISE 23

Insert 'cital' or 'tial' in each blank to complete the correct spelling of the following :—

Superfi—; pala—; residen—; preferen—; substan—; prejudi—; ra—; per—; spe—; presiden—; pruden—; provin—; sacrin—.

EXERCISE 24

Add 'ary' 'ery' or 'ry':—

Scen—; machin—; brav—; bound—; contr—; fact—; sla—; jewell—; gallant—; second—; prim—; secret—; surg—;

rogu—; cock—; begg—; carpent—; coroll—; dai—; geomet—; laborat—; liter—; mercen—; milit- ; mission—; monast—; myst—; necess—; satisfact—; butch—; propriet—; gall.

EXERCISE 25

Frame adjectives from the following proper nouns:—

Abyssinia ; Afghanistan ; Africa ; Austria ; Athens ; Arabia ; Bengal ; Bihar ; Denmark ; France ; Greece ; Holland ; Ireland ; Japan ; Norway ; Persia ; Poland ; Russia ; Punjab Portugal : Sweden ; Scotland; Wales ; Spain ; Turkey ; Egypt ; Belgium.

[See Chapter XI (c) ahead for a few examples.]

EXERCISE 26

Form compound words :—

Be+fall ; Play+full ; Well+come ; Well+fare ; Use+full ; Youth+full ; Fare+well ; Full+fill ; Awe+full Plenty+full ; Woe+full ; Peace+full ; Will—full ; F ncy+full ; Blame + able ; Change+ab e ; Move+able ; Service+able ; Value+able ; G ate+full ; Un—till ; Beauty+full ; Duty—full.

EXERCISE 27

Add 'ain' or 'ign' to complete the spelling of :—

Mount—; campa—; fount—; sovere—; det—; str—; de—; compl—; barg—; expl—; des—; rem—; ch—; res—; restr—.

EXERCISE 28

Insert 'ance', 'ense' cr 'ence' in each of the following blanks :—

Appear—; defi—; inherit—; exist—; excell—; attend—; correspond—; interfer—, magnific—; occurr—; recomp—; remember—; remitt—; venge—; endur—; fin—; evid—; entr—; endur—; emin—; prud—.

EXERCISE 29

Complete the correct spelling of the following by adding 'tial' or cial :—

Presiden—; essen—; pala—; finan—; Prejudi—; offi—; preferen—; substan—; pruden—; sacrifi—; provin—; resi-den—; superfi—; par—; judi—; cru—; nup—; mar—; influen—.

EXERCISE 30

Insert 'eous' or 'ious' in each blank to complete the correct spelling of the following :—

Gas—; erron—; nutrit—; conrag—; court—; notor—; meritor—; conscient—; beaut—; luxur—; superstit—; bount—; industr—; licent—; meritor—; prec—; prodig—; cur—; feroc—.

EXERCISE 31

(a) Give the feminines of :—

Director : tiger ; traitor ; hunter ; master ; Mr. ; marquis ; author ; emperor ; duke ; heir ; prince ; host ; god ; poet.—

[*Vide Grammar Section*]

(b) Give the plurals of :—

Ox ; mouse ; thief ; storey ; mango ; half ; sheaf ; donkey; proof ; entry ; motto ; calf ; duty ; life ; hero ; axis ; terminus ; stratum ; genius ; radius ; six ; analysis ; maid ; servant ; goose.

[*Vide Grammar Section*]

EXERCISE 32

Give the comparatives and superlatives of :—

Far; in ; up ; hot ; old ; late ; pretty ; handsome.

[*Vide Grammar Section*]

EXERCISE 33

Fill in 'age' or 'ege or 'dge' in the following gaps and complete the spelling :—

Vill—; suffr—; pill—; coll—; cartri—; carri—; pack—; mortg—; mess—; man—; line—; ple—; dam—; eng—; bu—; bri—; he—; pres—; post—; lo—; pass—.

EXERCISE 34

Insert 'al,' 'el' or 'le' in each blank to complete the spelling of the following :—

Technic—; hot—; etern—; coloni—; marti—; rust—, soci— ; muzz—; princip— (chief) ; enam—; couns—; obstac— chemic—; cand—; scramb—.

VI. WORDS COMMONLY MIS-SPELT

Abandon	abridgment	abhorrence	abyss
aocede	accelerate	accessible	accessary
accessory	accompanied	accustom	accumulate
ache	achieve	acknowledgment	
acquirement	acquiesce	acquitted	acres
across	addition	address	adequate
adjacent	admissible	adverse	adolescent
advantageous	advice (*n*)	advise (*v*)	advisability
aerial	aeroplane	afraid	afterwards
agreeable	alcohol	already	all right
allege	alien	allotted	almond
almighty	altogether	always	amateur
analysis	anchor	annals	ancient
annihilate	anonymous	apiece	antecedent
apology	appalling	apparatus	appetite
apprentice	Arctic	arithmetic	assign
assailant	assassin	athlete	attendance
audible	audience	auxiliary	author
autumn	awful	awkward	
Bachelor	bargain	barber	battalion
began	beggar	beautiful	bazaar *or* bazar
beetle	betel	benign	believe
beneficial	benefitted	bereavement	besiege
besmear	biassed	bicycle	biscuit
bigot	bigoted	bier	bitten
blamable	bluish	boundary	
born	borne	boycott	bouquet
breadth	brethren	Briton (person)	
Britain (country)		Britannia	bruise
budget	bungalow	bulwark	bully
buoyant	burial	business	butcher
Calendar	calender (roller machine for cloth)		
canvas (*n*)	canvass (*v*)	carcass	carpentry
career	carriage	catalogue	caught
champion	changeable	character	Chinese
chimneys	children		
chivalry	cholera	chauffeur	chancellor
Christmas	ceremony	centre	central
century	celebrate	cellar	ceiling
centimetre	compel	competition	complement

compliment (salute)	concession	concurrence	consent
		circuit	circumstances
control	cigarette	colonel	combat
column	colloquial	committee	comparision
comedy	commemorate	commence	condemn
compatible	compete	conceive	confidant (*n.*)
confident (adj)	concession	consistency	conjurer
	conscientious		conjuror
conceit		correspondent	corroborate
convenient	correspondence		
		council (*n.*)	counsel (*v.*)
corollary	corrupt	creditor	crowd
cruelly	curriculum	cowardice	
Dais	dangerous	dairy	debtor
deceive	decision	deceased	decent
defence	deferred	deficiency	deity
dense	deposit	dependant (*n*)	dependent (adj.)
depot	despot	describe	description
despair	design	destination	determined
develop	development	device (*n*)	devise (*v*)
diet	diameter	dialogue	diarrhoea
difference	diligent	dilemma	disappoint
discreet	discernible *or*	discernable	disciple
diary	disguise	dissimilar	dissatisfied
divide	doctor	dowry	dropped
druggist	duty	devotee	dying
dyeing	Easier	ecstasy	eccentric
edition	efficiency	efficacious	eighth
eligible	embrace	embarrass	enemy
engineer	emigrant	endeavour	enrolment
enthusiasm	esteem	exceed	exaggerate
example	excursion	exemplary	exhaust
exchequer	expel	expense	experience
exorbitant	exhibition	exhibitor	existence
expedient	explanation	expressible	extraordinary
extravagant	extremely	etiquette	Europe
Force	fallacious	familiar	farewell
fashion	fascinate	fasten	fatigue
favourite	feign	festival	feud
fiery	finger	fitted	flexible
forfeit	foreign	forestall	forgettable
forgiveable	forward	freight	

Gaiety	gallery	gallon	Ganges
garage	gaudy	gazette	gazetteer
geometry	geography	genuine	giant
glacier	goddess	great	glycerine
government	goal	good-bye	grammar
grandeur	grateful	grievance	gramophone
grudge	guard	guidance	guilt
guava	guardian	guarantee	guinea
gymnasium			
Happened	happiness	hoping	harass
Incessant	incoherent	inconsistent	inconceivable
incorrigible	increment	indefatigable	indecision
indefensible	indispensable	ineffaceable	inexhaustible
inheritance	influential	intelligible	interference
invalid	inveigh	irresistible	irrelevant
irregular	isosceles	island	its
itch			
Japanese	jealousy	jubilee	Judgment
juggler	juice	July	junior
journey			
Keenness	knave	knell	kneel
knight	knot	knife	knit
kitchen			
Laboratory	laden	lantern	lavatory
lawyer	league	leisure	leniency
leper	leopard	liar	lesson
lien	lieutenant	lightening (v)	lightning (n.)
liquor	literary	livelihood	lose (v)
lorry	lovable *or* loveable	loose (adj.)	luncheon
		luckily	lustre
Machinery	magistrate	magazine	magnificence
malice	manoeuvre	marriage	martyr
martial	marquis	mathematics	massacre
maximum	meagre	medicine	Mediterranean
medieval	melancholy	millionaire	military
mercenary	Messrs.	minstrel	miscellaneous
mien	miniature	mosquito	mountainous
mischief	mischievous	monkeys	monastery
misdemeanour	missionary	muddy	municipal
motto	moustache	museum	mystery
murmur	movable		
	muscle		

Naphtha	naughty	necessary	nectar
negligible	negroes	neighbouring	neuter
niece	ninth	ninety	nineteen
noticeable	nuisance	numerous	nuptial
Obedience	obeisance	obliged	obscene
obstacle	occasionally	occurred	occurrence
ocular	offence	offered	officer
ooze	olympic	ominous	omniscience
omnivorous	omitted	opaque	opinion
opportunity	opposite	optimist	optician
original	oscillate	owing	oxygen
Paid	pageant	palate	palette
pamphelet	parallel	paralysis	parcel
parent	parliament	particular	pattern
patriot	patron	perceive	persuasion
perpendi-cular	perseverance	phenomenon	physique
	physics	physician	phthisis
piteous	pigeon	platform	pleasant
pneumonia	possess	potato	portrait
poultry	precede	president	pretence
prestige	privilege	programme	prominent
promissory	proprietor	prudence	psalm
psychology	purchase	pursue	pursuit
pyre	purify		
Quay	quarter	quiet	quite
quarry	query	quire	quinine
quote	quotation	quotient	
Radish	radiant	rally	random
rascal	recede	receive	receipt
recent	recipient	recite	recommend
recompense	raddish	reducible	referee (n. & v.)
reference	referred	regrettable	rehearsal
resign	rein	relevant	relieve
remembrance	remittance	repetition	reprieve
resistible	restaurant	retrieve	reversible
rheumatism	rhyme	rythm	ridiculous
righteous	rigorous	riot	rogue
routine	rumour	rupee	
Safety	sacred	sacrifice	salable
Saturday	sauce	saviour	scene
sceptre	scenery	schedule	scheme
scissors	sculpture	seize	secrecy

senior	**.sense**	**separate**	**sergeant**
serviceable	**seizure**	**servant**	**severely**
shepherd	**shriek**	**siege**	**sieve**
sincerely	**simplicity**	**simultaneous**	**sitting**
skilful	**sleight**	**solely**	**smiling**
speech	**sovereign**	**species**	**splendour**
spontaneity	**stomach**	**stopped**	**stereotype**
stony	**stationary (adj.)**	**stationery (*n*)**	**strategy**
stratagem	**stratum**	**studying**	**succeed**
successful	**sufficient**	**superintendent**	**superstitious**
surfeit	**swimming**		**synonym**
Technique	**theatre**	**thesis**	**thorough**
theosopny	**thirtieth**	**thief**	**thistle**
thirst	**thumb**	**threw**	**through**
tier	**toe**	**tobacco**	**together**
tongue	**touch**	**tragedy**	**transferred**
tranquillity	**travelled**	**travelling**	**trespass**
truly	**tyranny**	**tyre**	**typhoid**
tuberculous	**Tuesday**	**tution**	**tutor**
twelfth			
Uncle	**unconscious**	**umbrella**	**undoubtedly**
unique	**until**	**unnecessary**	**university**
unparalleled	**urine**	**usurp**	**utensil**
Vacancy	**vacation**	**vaccination**	**vague**
valour	**valuable**	**valley**	**variety**
vaseline	**vinegar**	**vengeance**	**vegetable**
vehicle	**veil**	**vein**	**ventilator**
vertical	**verandah**	**vicinity**	**vicious**
victual (vit'l)	**villain**	**violent**	**visible**
vicissitude	**virtue**	**vocabulary**	**volcano**
voucher			
Weather	**weigh**	**welcome**	**welfare**
wield	**whether**	**wherever**	**whistle**
wholly	**whom**	**winning**	**women**
wolf	**woollen**	**wooded**	**worshipped**
wrath	**wreath**	**wrench**	**wrist**
writing			
X'mas	**x/ray**		
Yeast	**yield**	**yolk**	
Zenith	**zinc**	**zodiac**	**zoology**

VII. EXERCISE ON WORDS COMMOLY MIS-SPELT

Complete the spelling of each of the following inserting the proper letter for each dot :—.

EXERCISE 1

Al . uvial/ Bung . low/ Ac . urate/ Anc . . nt/ Com . it. ee/ Con . e . . nce/ Cur . ic . l . m/ Chris . m . s/ Ap . arat . s/ Beg . . . er/ Disc . se/ D . ligent/

EXERCISE 2

Cent . . / Centr . l/ Ma . nt . nance/ Magnific . . l/ A . knowledg . . nt/ Bu . get/ Lust . . / Al . right/ Tru . y/ In . mical/ Ph . nomen.o . / Cent . m . tr/ C . garet . e/ Comm . t . . . / Veng . . nce/ Surge . . n/.

EXERCISE 3

Doct . r/ Excur . ion/ H . pocr . te/ Machin . ry/ Liq . or/ Juni . r/ Li . r/ H . ight/ Enthus . . sm/ Etiq . . t / Im . . n . nce I . land/ Ro . tin . / Mag . zine Tu . . ion/ T . urnament/ Phy , . cion/ N . uter/

EXERCISE 4

Mis . e . laneous/ Maxim . m/ Gen . . ne/ Ben . fit/ Bu . ch . r/ D . scribe/ Con . cien . ious / Crim . nal/ Custom . ry/ Occ . r . ing/ Com . it . ed/ Extr . m . ly/ Exam . nee/ Sw . m . ing/ Arch . t . ct/ Nec . ss . ry/ Anc . . nt/ Diam . tr/ Whis . le/ Threat . . / C . n . ma/ Bachel . r/ Co . r . . eous/

EXERCISE 5

Mus . um/ Minim m/ Prud . nce/ Bisc . it/ Athl . t . / Allu . ion/ Rec . . pt/ Preten . ion/ D . termina . tion/ · Scen . ry/ Alc . hol/ Conv . y nce/ De . ror/ M . ustach . / Cond . . nation/ S . p . r . te/ Disg . ise/ Math . matics/ Ar . thm . tic/ Sover . . gn/ M . rr - ment/ Notor . . ty/ Substan . ial/ Bound . ry/ Advis . ry/ Gas . . us/

EXERCISE 6

Ac . om . odate/ Acq . . r . ment/ Ben . fic . nce/ Boycot . / B . rial/ Cas . l / Chimn . ys/ Fas . inate/ Diar . ho . a/ Dilem . a/ Gazet . e r/ Rh . . matism/ Corol . . ry/ Hypot . nus / Hyg . . ne/ . salm/ Plag . e/ Qu . n . ne/ Pa . ticular/ Qu . r . y/

EXERCISE 7

Symm . try/ . rench/ Sup . r , ntend . nt/ R . d - cu-l . us/ Rest . . rant/ Mount . . n . us/ N . . ghb . ur/ Livel . hood/ Ox . g . n/ Peac . . ble Omn . vor . us/ Happ . ness/ Extr . ord . n . ry/ Cal . nd . ry/ Promiss . ry/ Propr . . t . r / . . thisis/

EXERCISE 8

Hor . zon/ Gal . . ry / Fatig . . / Exhibit . r / Exis-t . nce/ End . . vour/ El . g . ble/ D . sent . ry/ Autob . . graphy/ G . mnas . . m/ Ha . che'/ Her . di/ t . ry/ Honor . ry/ Compari . on/ Art . fi . al/ A . rial/ Ac . ompany/ A . xil . ary/ Catal . g . e/ Mosq . . to/ Mot . o/ Mil . iona . re/ Mercen . ry/ Vocab . l . ry/

EXERCISE 9

Abund . nce/ A . roplane/ Anteced . nt/ Carcas ./ Deci . ion/ Gr . . vance/ Right . ous/ Resist . nce/ Diff - renc / Prec . de/ Prohe . y (noun)/ Pi g. en/ Ph . siqu / Oc . asion/ Obs . ene/ Opt - mist/ Ol .-mpic/ P . rsuit/ P . rsuade/ S . ept . c/ Sc ss . rs/ Or . ginal/ Op . ortunity/ Omnis . ience/ Obst . cle/

EXERCISE 10

Luxur . . nt/ Inh . rit/ Char . ct . r/ Prom . n . nt/ Tabul . r/ Analys . s/ T . . sday/ Compul . . on/ Com . . dy/ Sim . l . / Refer . nce/ Correspond . nt/ Adj . cent/ Prev . lent/ Pr . vil ge/ Prest . ge/ Desp .-rate/ Ch . mist/ Ven . rate/ L . . . tenant/ /D . scent/ Hum . rous/ Resist . r/ Regist . r/ Regul . r/ Guarant . ./ Mes . . nger/ Pass . nger/ Cheq . ./ Admit . . nce/

EXERCISE 11

Tub . rcul . s . s/ Ten . . s/ Theat . ./ A . r . ./ Advantag . o . s/ Ac . es/ Car . . r/ Charact . r/ Go-vern . r/ T . ma'o/ Sum . . ry/ Sin . er . ly/ Sc . . me/ Inocula . ion/ Refer . . / Que . n . n ./ Super . ntend . nt-. h . . matism/

EXERCISE 12

Inflam . a . ion/ Embar . as . ed/ Gr . n . ry/ Hindr-. nce/ Som . rsa l'/. Temp . r . ry/ Gaz . t . e/ D .-p . nd . nt/ iDic . . on . ry/ Diff . r . nce/ Effic . . nt/ Gen . . s/ L . . sure/ D . s . nt . ry/ F . . ry/ Com . is .-ion . r/ Coll . . g . ./ Av . nu ./

EXERCISE 13

. rought/ Volunt . . r/ Raz . r/ Regre . . able/ Mil . . ge/ Me . gr ./ Lab . rinth/ I . ch/ Influen . . al/ Hor . zon/ Her . dit . ry/ Garden . r/ Fib . . / Explu . . ion/ Eff . m . nate/ D . scern / Dam . / Calib . . / Advertis . m . nt/ F . . dal/ El . ment . ry/ Le . ger/ Juggl . r/

EXERCISE 14

Ab . rev . ate/ Ach . . ve/ Antiq . . / Ba . m / Condol . n . e/ End . . v . ur/ F . . ture F . . ts/ Fr . . ght/ Marv . l . ous/ Vent . lat . r/ Sq . . rrel / R . h . . rsal/ Ind . g . . nous/ Sp . . ch / Th . rt . . th/ Tog . ther/ Vac . ina . ion/ Z . . l . gy / . holly / , rath /

EXERCISE 15

A . ready/ Ap . . ce / Athl . t . / Att . nd . nce/ A . kward / Barb . r / Begg . r / B . c , cle/ Blu . sh/ B . rial / C. ught/ F. ught/ Chin . . e/ Cent . . / Circ . . t Conc . . t/ De tor/ Depo . / D . sc . . t/ D . vid . / Exist . n . e/ Eas . en/ G . ol / G . ilt/ Guin . . /

EXERCISE 16

Lust . ./ Matt . r/ Pa . ticular / Nu . sanc ./ Indi. t/ I . le/ . eir/ H . mn/ G . ard/ G. ost/ G. al/ Forbad ./ Colum . / Cheq . . / . zar/ Of . en/ Yo . k/ Vi - count/ Ve . l/ Shep . erd/ Sui . ide/ Sof . . n/

VII. WORDS SIMILAR IN SOUND OFTEN CONFUSED AND MISUSED

Access=admittance. Excess=superabundance.
Adapt=to suit *or* fit. Adopt=to resort to : to take to.
Adept=expert
Affect=to produce effect on *or* to pretend.
Effect=to accomplish.
Advice (*n.*) ; Advise (*v.*).
All togther=in a body. Altogether=completely.
Already=at the moment. All ready=all things are ready.
Altar=a place for offerings. Alter=to change (*v*).

Allusion=reference. Illusion=deception.
Antic=odd ; strange. Antique=ancient.
Apposite=suitable. Opposite=contrary.
Assent=consent. Ascent=going upward.
Auger=a tool for making hole in wood.
Augur=to foretell from signs.
Assay=to attempt (*v.*)
Essay=a written piece of composition.
Air=atmosphere. Heir=one who inherits.
Ark=a ship. Arc=a part of a circle.
Aught=anything. Ought (*v.*)=is bound by duty.
Bale=package of goods. Bail=security.
Bare=naked. Bear=carry ; an animal.
Berth=a situation ; a sleeping place. Birth=being born.
Baron=a Norman noble. Barren=not fertile.
Beach=shore. Beech=a tree.
Beat=hit. Beet=a plant.
Berry=a juicy fruit. Bury—to put under the ground.
Born=brought into life. Borne=endured ; carried.
Bough=a branch of a tree. Bow=to bend (*v.*)
Bridal=pertaining to marriage. Bridle=used to drive a horse.
Bread=loaf of bread. Bred=brought up.
Brake=lever. Break=to destroy.
Canon=a rule. Cannon=a big gun.
Canvas=a kind of coarse thick cloth.
Canvass=to solicit votes.
Calendar=a register of the year.
Calender=a roller-machine for cloth ; a dervish.
Casual=accidental. Casual=referring to a cause.
Cast=to throw. Caste=a hereditary class.
Cost=price.
Cede=to give in. Seed=of plant or tree.
Cemetery=a burial place. Symmetry=due proportion.
Cite=to quote. Site=local position. Sight=vision.
Check=to hinder. Cheque=a written order for money to a bank.
Cell=a small cavity. Sell=to give for a price,
Cord=string. Chord=a straight line joining the ends of an arc.
Collision=clashing. Collusion=secret agreement for an evil purpose.
Comprehensible=able to be understood.
Comprehensive=including much.

Complement = that which completes.
Compliment = salute.
Cession = surrender of a territory. Session = period.
Confidant (n) = one trusted with a secret,
Confident (adj) = sure.
Corpse = dead body. Corps (kore) = a body of troops.
Council = an assembly. Counsel = advice.
Clause = a small sentence. Claws = hooked nails.
Corporal = of the body; rank in army.
Corporeal = material; having body.
Colonel = commander of a regiment.
Kernel = part within the hard shell of nut or stone-fruit.
Dairy = place where milk is stored,
Diary = a book of daily record
Dam (n) = a barrier for checking the downward flow of water. Damn (v.) = condemn.
Dear = beloved; costly. Deer = an animal.
Defy = to challenge. Deify = to adore as a god.
Desert (v) = forsake Dessert = fruit served after dinner.
Devise = imagine. Device = a contrivance.
Deceased = dead. Diseased = having disease.
Differ = disagree. Defer = postpone.
Dew = moisture. Due = owing to.
Difference = disagreement. Deference = respect.
Dissent = disagreement. Descent = coming down.
Divers = several Diverse = different.
Draught = the quantity of liquid drunk at a time.
Drought = want of rain.
Dual = double. Duel = a single combat.
Dying = death. Dyeing = colouring.
Depositary = a person with whom anything is deposited.
Depository = the place where anything is deposited.
Elicit = to draw out. Illicit = unlawful.
Elude = to avoid by stratagem. Illude = to deceive.
Eligible = fit to be chosen. Illegible = that cannot be read.
Emerge = to come out suddenly.
Immerge (immerse) = to plunge into.
Emigrant = one who goes away to live in another country.
Immigrant = one who comes from one country to another to settle there.
Eminent = famous Imminent = in pending; near at hand.
Eruption = the bursting forth.
Irruption = a sudden breaking or rushing in.
Fair = level. Fare = food; passage money.

Feat = an exploit. Feet = the plural of foot.
Fallow = unploughed (land). Fellow = an associate.
Finely = in a fine manner. Finally = at the end.
Fir = a tree. Fur = soft hair of animals.
Flea = an insect. Flee = run away.
Fisher = one who fishes. Fissure = an opening in a rock or wall.
Funeral = burial. Funereal = dismal ; grave.
Foul = evil. Fowl = a bird.
Fore = front. Four = a number.
Forth = forwards. Fourth = number of the order.
Forego = go before. Forgo = abstain from
Gait = manner of walking. Gate = large door.
Goal = aim ; end Gaol = prison ; jail
Hoard = store. Horde = a group of nomads.
Hail = frozen raindrops. Hale = vigorous ; healthy.
Human = relating to man Humane = kind.
Hall = a large room. Haul = to pull up.
Hart = a male deer. Heart = an organ of the body.
Hew = cut down. Hue = colour
Holy = sacred. Wholly = entirely.
Idle = lazy. Idol = an image of a god. Ideal = exemplary.
Ingenious = skilful. Ingenuous = frank ; artless.
Jealous = envious. Zealous = enthusiastic.
Lightning = (*n*) = electric flash in the sky.
Lightning (*v*) = making light.
Loose (*adj.*) = not tight Lose (*v.*) = cease to possess.
Lessen = make less. Lesson = instruction.
Levy = collect. Levee = a royal reception.
Lone = solitary. Loan = something lent.
Loath = unwilling. Loathe = to hate.
Lawyer = a pleader. Liar = one who tells a lie.
Lead = a metal. Led = conducted.
Mail = डाक ڈاک Male = opposite of female.
Main = chief. Mane = long hair on an animal's neck.
Maize — Indian corn. Maze = a labyrinth.
Mare = a female horse. Mayor = head of a corporation.
Marshal = a military officer. Martial = warlike.
Mean = base. Mien = manner.
Meet (*v*) = come together. Meat (*n.*) = cooked flesh.
Meet (*adj.*) = fit ; proper. Mete (*v*) = deal out.
Minor = one who is not major. Miner = who works in a mine.
Metal = a mineral. Mettle = spirit ; courage.
Moat = a ditch round a castle. Mote = a small particle.

Naughty = wicked. Knotty = difficult ; puzzling.
Nay = no. Weigh = cry of a horse.
Not = *negation*. Knot = a bond.
Practicc (*noun*). Practise (*verb*).
Pray = entreat. Prey = game.
Precede = come before. Proceed = continue.
Proffer = give. Prefer = like.
Principal = chief. Principle = a rule of action.
Pail = a vessel to carry water. Pale = whitish colour.
Pane = a sheet of glass. Pain = suffering.
Pause = stop. Paws = feet of a beast.
Prays = offers prayers. Praise = glorify
Pore = a small opening of the skin. Pour = discharge ; send forth.
Plain = level ; simple. Plane = a tool.
Peal = loud sound of thunder or bells
Peel = rind of fruit.
Physic = medical art of profession
Physique = bodily constitution. Physics = a science.
Prophecy (*n.*) = something foretold. Prophesy (*v.*) = to foretell.
Quire = twenty-five sheets of paper. Choir = a body of singers.
Quite = completely ; altogether. Quite = silent.
Reck = to care. Wreck = to destroy ; ruin. Wreak = to give play to.
Rain = water that falls from clouds. Rein = bridle. Reign = rule.
Reverend = worthy of respect. Reverent = expressing respect.
Rite = ceremony. Write = to inscribe. Right = correct. Wright = a workman.
Route = road. Root = of a plant.
Ring = to sound : a circle. Wring = to twist.
Rest = peace Wrest = snatch by force.
Rows = lines. Rose = a flower
Roll = to run over. Role = a character.
Saw = an implement with toothed edge for cutting wood.
Saw = past tense of *see*.
Sometime = of a former time. Some time = some length of time. Sometimes = occasionally.
Soar = to fly above. Sore = severe.
Seam = joining line. Seem appear.
Seize = catch hold of. Siege—state of being surrounded.
Serge = a kind of cloth. Surge = move as in waves.
Shear = to clip the wool of sheep Sheer = downright.
Sole = of a shoe or foot. Sole = alone. Soul = spirit of man.

Story = a tale. Storey = one of the floors of a tall building.
Straight = direct. Strait = a narrow passage of water.
Stationary = not moving. Stationery = writing materials.
Suit = an action in a law court. Suite = a set of rooms.
Tail = a part of animal's body. Tale = a story.
Team = a party of players. Teem = to be full of.
Vacation = holidays. Vocation = occupation.
Vain = useless. Vein = a blood-vessel. Vane = weather cock,
Veil = a cover for the face. Vale = valley. Wail = loud lamentation.
Veracity = truthfulness. Voracity = greediness.
Virtual = actual. Virtuous = possessing virtuer.
Visitor = applied to human beings. Vistant = applied to angels.
Waste = squander. Waist = part of the body.
Waive = forgo. Wave = in seas.
Weak = not strong. Week = seven days.
Weather = state of the atmosphere. Whether = if; (whether ....or)
Whither = to what place: where Wither = to decay.
Wreath = a garland of flowers. Wreath = to encircle.
Yolk = the yellow of the egg. Yoke = bondage; wooden structure put on a bullock's neck.

COMBINATION AND SEPARATING OF WORDS.

1. Words which should not be separated:—

Anywhere, anyone, anything, something, someone, somebody, cannot, into. headmaster, workman, postmaster, postman football, whenever, wherever, within, without, nobody, nothing, however, whoever, everybody, moreover, myself, notwithstanding, otherwise, sometimes, throughout, inasmuch.

2. Words which should not be joined:—

Every one, all right, do not, in order to, up to, at once.

IX. EXERCISE ON WORDS SOUNDING SIMILAR

In the following sentences words of similar sounds have been used. Reject the word that is incorrect.

EXERCISE 1

1. The Afghans led/lead by Ahmad Shah Abdali invaded India and gave a death-blow to the Moghal Empire, 2. The glutton ate/ eight three seers of bread, but was not satisfisd. 3. When boys are tired, they begin to doze/ dose. 4. The scout-petrol/patrol got into the train bound for Lucknow. 5. He is not prepared to bear/bare such a loss. 6. The recent floods have rot/wrought a great havoc in areas near the Ganges. 7. Wicked persons are not illegible/eligible for responsible posts. 8. Badal praise/prays to God to save the life of his son. 9. Gopi is the soul/sole agent to Messrs. Nelson and Sons Limited. 10. I want to get a second class birth/berth reserved. 11. The hunter blue/ blew the horn and there was pin-drop silence in the forest. 12. The tiger ran after the scent/cent and pounced upon the prey. 13. Akbar kept an army of spies/spice who informed him of the minutest details of things happening in his vast empire. 14. A military corps/corpse was sent to suppress the rebels. 15. A man of self-respect can never accept/except things given gratis.

EXERCISE 2

1. My dear/deer friend is transferred to Calcutta. 2. The doctor new/knew that the patient would not recover. 3. The teacher has prepared his diary/dairy. 4 Deva Dutta is a good farmer/former. 5. Good persons never desert/dessert their friends in adversity. 6. The foreign male/mail is expected on Tuesday next. 7. We should act according to the advise/advice of our elders. 8. There is a brisk sail/sale of fruits these days. 9. Johan of Arc, a made/maid of immortal glory, tried to save France from he clutches of the enemy. 10. The sage pronounced a curse/curs upon the princess and disappeared. 11. The policeman seized the thief by the colour/collar and knocked him down. 12. The carpenter cut off a large bough/bow for timber. 13. We entered a convent where an old none/

nun offered us shelter. 14. We must pray/prey to God to keep us healthy, wealthy and wise, 15 Can you cite/site an example of a great man who has not loved his mother? 16. Students are not allowed/ aloud to leave the room.

EXERCISE 3

1. Do not altar/alter the course of action once adopted. 2. Moti is a boy of lose/loose character. 3. Mohan has ceased/seized to work hard 4. Excess/access of every thing is bad. 5. Devi told me an interesting tale/tail. 6. Dr. Tagore was an imminent/eminent scholar of this country. 7. The wood cutter hewed/hued the branch of a tree in no time. 8. Sometimes the Moghal governors sent a present as a compliment/complement to their titular sovereign. 9. One should adapt/adopt himself to all circumstances. 10. The boy drove his finger into the whole/ hole and a scorpion stung him. 11. I am very hungry. Kindly give me a peace/piece of bread. 12. Ram Murti performed one feat/feet after another and in a short time won the appreciation of the spectators. 13. The hunter wandered/wondered in the forest for a long time, but found no game. 14. Gopal has red/read the book. 15. The Emperor is staying at the royal mansion/mention.

EXERCISE 4

1. The sight/site of our college building is very fine 2. The army was mobilized to the scene/seen of action. 3. All the principal/principle citizens of Cawnpore were present at the meeting. 4. He said good-by/bye and went away. 5 If you wish to commend/command, learn to obey. 6 The property of the deceased/diseased rebel was confiscated by the Government. 7. Edward's timely council/ counsel stood his friend in good stead. 8. A gang of robbers lives near the border/boarder of the forest 9 English ladies usually sow/sew the clothes of their children. 10 The office has made due/dew payment to all the workers. 11 Dunlop tires/ tyres are durable. 12. According to some thinkers of India, the world is an illusion allusion. 13. The party of mountain-climbers could cover a sloping ascent/ assent with great difficulty. 14. Railway engines are made of steal/steel. 15. The plea for a bail/bale was rejected by the judge. 16. Yoke/yolk with milk is a nutritious food.

EXERCISE 5

1. A clause/claws is a part of a sentence with one finite verb. 2. Indian nationalists wear/ware Khaddar. 3. The tiger lives in a dens/dense forest. 4. Shyam is verse/worse than Madho. 5. The dingy atmosphere of his seller/cellar does not suit the patient. 6. The life of a sailor/seller is full of adventures. 7. Mohan ran away as soon as he caught site/sight of me. 8. We passed threw/through a jungle full of wild beasts. 9. An expert player should be posted at the gaol/goal posts. 10. Water came out gushing when the engineer board/bored the well deep. 11. The culprit revealed the secret on pane/ pain of death. 12. Do not lose patience, but gird up your lions/ loins and be ready to meet all difficulties. 13. A man of descent/decent birth will never stoop down to adopt ignoble means to achieve his end. 14. People of divers / diverse temperaments never agree. 15. The president gave a note of descent / dissent and all were silent.

EXERCISE 6

(1) The thirsty need only a drought/draught of water. (2) Do not lecture all the time, but now and then elicit/illtcit matter from boys, (3) idle/idol-worship is common in India. (4) A good man never illudes/eludes his friends by making false promises. (5) The French emigrants/ immigrants settled in Canada. (6) Sometimes his anger exceeds / accedes all bounds. (7) Every one should rest/wrest a few moments from his busy programme for physical exercise. (8) If you want to have perfection, work with mettle/metal and and zeal. (9) Sohan was prosecuted/ persecuted for committing nuisance on the Mall. (10) Poets often sore/soar high at night. (11) Wait/ weight for me at the railway station, (12) A foot-ball team/ teem consists of eleven players (13) I shall finish all my work this ear/year. (14) Knowledge proceeds/ preceds from the Goddess of Learning. (15) The tower was struck by lightening / lightning and fell down. (16) The captain got a gold medal/meddle for winning the match. (17) Cawnpore lies on the air-route/root/rout to Calcutta.

EXERCISE 7

(1) Voracity/ veracity is the essential quality of a gentleman. (2) Bhanu was elected the president/ precedent

the committee. (3) Seditious literature is generally prescribed / proscribed by the Government (4) Mahendra is a man of sterling merits, so his colleagues have become zealous / zalous of him. (5) Shiva is an ingenious / ingenuous artizan. (6) Thieves stole away all the hoard / horde of gold and silver belonging to the miser. (7) Volcanic irruptions / eruptions sometimes cause much havoc. (8) The crocodile immerged / emerged from the river and seized a goat. (9) The better you canvass / canvas, the more votes you secure. (10) Dadu is confidant / confident of his success. (11) Suresh was in collusion / collision with the plotters (12) The dead body was carried to the cemetery / symmetry and buried there. (13) A staunch Hindu does not violate the canons / cannons of his religion. (14) Our class teacher is on causal / casual leave. (15) Shankar is quick-witted ; he gives apposite / opposite answers to the questions put to him.

EXERCISE 8

(1) Charu is the depositary / depository of all my secrets. (2) Govind put so much mental exertion into the work that his health was affected / effected. (3) The musician played on his loot / lute and collected a large gathering around him. (4) The building was razed / raised to the ground (5) I have purchased all the books of my coarse / course. (6) I get up at the break / brake of day. (7) The ship has anchored of / off the coast (8) He went straight / strait to Mussoorie. (9) The hunter pursued the bore / boar and overtook the beast. (10) The hermit went to the rear / rare of the cottage and brought a fawn. (11) When the old man heard of the death of his son, he fell into a soon / swoon. (12) The man put his hands on the waste / waist and began to dance with joy. (13) Honest people earn their bread y the sweet / sweat of their brow. (14) Govind was the sole / soul hair / heir to the property of his diseased / deceased father. (15) John passed his LL. B. Examination and entered the profession of a lawyer / liar.

EXERCISE 9

(1) Upright persons do not like to associate with vein / vain people. (2) Gopi is plain / plane and simple. (3) He cells / sells his goods very cheap. (4) It is quite / quiet evident that he is a fool. (5) The first edition / addition of this book was published in the year 1939 (6) Janki is so weak / week that she cannot pass her examination. (7) A true

patriot has no special regard for any caste / cost / caste or community. (8) 'Do or dye / die' should be the motto of every honest worker. (9) Do not stare / stair at the little girl, otherwise she will be terrified. (10) Aurangzeb rained / reined / reigned from 1659 to 1707. (11) You can get the stipend if you get your application recommended by a trusty / trustee of the Gaya Prasad Trust (12) I do not mean / mien to hurt your feelings. (13) Prithvi Raj was a brave night / knight. (14) The fury of the storm wrecked the vassal / vessel.

EXERCISE 10

1. I care not whether / weather you help me or not. 2. Ramesh came hear / here at four in the morning. 3. Fill up your farm / form and then come to me. 4. The sun is stationary / stationery. 5. Kallu is not a meat / meet / mete-eater. 6. The man sang a him / hymn. 7. The stage-coach arrived at an inn / in where horses were changed. 8. There are many flour / flower mills in India. 9. People of martial / marshal spirit cannot be kept in bondage. 10. The delicious dish of soup / soap sharpened my appetite. 11. Dutta is a miner / minor, so he cannot manage the shop of his deceased father. 12. The wrestler received a gold meddle / medal for his feates. 13 His human / humane behaviour won the hearts of all his subordinates. 14. I went to the fare / fair and purchased sweets and toys. 15. The climate of Cawnpore does not suite / suit my friend.

EXERCISE 11

1. In ancient times when no decision was arrived at, disputes were settled by duals / duels 2. Animals suffering from skin diseases generally have flees / fleas. 3. Muslim ladies of high birth, appearing in public, usually cover their faces with vales / wails / veils. 4. My brother likes to wear a coat made of serge / surge. 5. I require one quire / choir of white paper. 6. Our College has a big haul / hall. 7. Sensitive persons pore / pour out the contents of their hearts in anger. 8 The crop will wither / whither for want of water. 9. I defer / differ from my father in matters of religion. 10. Wise persons at once devise / device plans to get rid of their difficulties. 11. Rafiq is my class-follow / fellow. 12. Summer vacation / vocation is the only time when students and teachers recoup their energies. 13. The gardener gave me a wrethe / wreath of flowers. 14. My father is a

man of strong physic / physique. 15. Banares is a holy / wholly city of the Hindus.

EXERCISE 12

1. A visitor / visitant has to get a permit before entering the Agra Fort. 2. I cannot waive / wave my claim to the ancestral property. 3. I stood at the gait / gate and awaited him long. 4 All should have deference / difference for their elders 5. Lord Krishna made a prophecy / prophesy that he would incarnate himself in times of trouble. 6. The disciple said to the sage, "Reverent / reverend Sir! I adore you from the core of my heart / hart." 7. The cat has paws/ pause, so it walks stealthily. 8. We must save at least one fourth/ forth of our income. 9 The mayor / mare of Calcutta Corporation granted the petition of the sufferers. 10 In the examination hall seats have been arranged in six rose / rows. 11. Ring / wring the bell. 12 Horses neigh / nay when they see their masters after a long absence. 13. Have you prepared your lessen / lesson ? 14. America advanced loan / lone to the Allies in the Great War. 15. Presons ot niggardly habits loath / loathe the generous. 16. The Government is going to levy / levee a punitive tax upon the rioters of Cawnpore.

EXERCISE 13

1. Bridle / bridal the horse and bring him here. 2. Shepherds sheer / shear their sheep in summer. 3. Repair all the fishers / fissures in the wall, or it will fall down. 4. I damn/ dam all your wicked actions. 5. We live in the upper story/ storey of the building. 6. In Africa maze / maize grows in abundance 7 None likes Durga as he is a knotty / naughty boy. 8. People living in polar regions put on fir / fur coats. 9. Govind is my lone / loan supporter. 10. Some astronomers had declared that the ear / year 1940 was ominious in the calender / calendar. 11. The funereal / funeral procession consisted of seventy persons. 12 Angada defied / deified Ravana to a combat. 13. Never adopt foul / fowl means to achieve your end. 14 No sooner did the merchants see the robbers than they turned pail / pale. 15. Be attentive at the time of roll / role-call. 16. In ancient times a moat / mote surrounded a castle or fort. 17. I was born / borne and bread / bred at Lucknow.

EXERCISE 14

1. Germany prepares beat / beet-sugar. 2- You | ought/ aught to obey your parents. 3. Renu can write a good assay / essay. 4. An ascent / assent up the hill will try all your strength. 5. The Red Indians had antic / antique customs and manners. 6. Things are all ready / already. 7. The French emigrants / immigrants in Canada were on inimical terms with the British. 8. The question of Hindu Muslim unity is a difficult not / knot to untie 9. Swaraj is our birth-wright / right. 10. Fasten this bundle with a piece / peace of chord / cord. 11. A railway collision / collusion took place at Bamrauli. 12 Some time / sometime ago India was a prosperous country. 13. Two and two make four / fore. 14. The carpenter is sharpening the augur / auger to make holes in the plank. 15. When the weather / whether is stormy, waves dash against the beech / beach violently.

X. WORDS OFTEN MISPRONOUNCED

Autumn (autum)
Aide-de-camp (ad-de-kong)
Alms (ams)
Almond (amond)
Ache (ake)
Apostle (aposl)
Asthma (az-mah)
Bade (bad)
Buoy (boy)
Bustle (busle)
Banquet (bang-kwet)
Biscuit (biskit)
Bough (bow)
Bureaucracy (buro-krasi)
Bury (bery)
Bomb (bom)
Bruise (brooz)
Bouquet (bookay)
Calm (kam)
Choir (koir)
Caprice (kaprees)
Chasm (kazm)

Champagne (sham-pane)
Cleanse (klenz)
Communique (communikay)
Chord (cord)
Clerk (clark)
Cheque (chek)
Column (colum)
Corps (kore)
Corpse (korps)
Czar (zar)
Colonel (kernel)
Comb (coom)
Cup board (kuburd)
Dairy (daeree)
Deign (dane)
Debtor (detor)
Deluge (deluje)
Drought (drout)
Dumb (dum)
Duce (doochay)
Docile (do sile)
Edinburgh (ed-in bura)

Extempore (eks-tem-pore)
Forebade (forbad)
Franchise (fran-chize)
Fuehrer (fewrer)
Gaol (jail)
Guest (gest)
Gorgeous (gorjus)
Ghost (gost)
Guild (gild)
Guard (gard)
Ginger (jinjer)
Greenwich (grinich)
Half-penny (hay-peni)
Hymn (him)
Hatchet (hatchet)
Housewife (huz' if)
Handkerchief (han-ker-chif)
Heir (air)
Honour (awner)
Hurrah (hoor-ra')
Hour (our)
Jeopardy (jep'-ardi)
Insatiable (insay-shiable)
Iron (i-urn)
Isle (ile)
Indict (indite)
Lieutenant (lef-te-nant)
Listen (lisen)
Ludicrous (lu'-di-krus)
Luxury (luk-sher-i)
Luncheon (luntsh-on)
Martyr (marter's)
Mosque (mosk)
Mosquito (mos-kee-toe)
Mythology (myth ol-o-ji)
Moustache (mus-tash')
Nephew (nev'-u)
Nuisance (nu-sens)
Nucleus (nu-klee-us)
Often (ofen)
Orchestra (or kes-tra)
Parliament (par-la-ment)
Pneumonia (neumon'ia)
Particular (parti'cular)
Ploteau (pla'toe)
Psychological (sycho'logical)
Psalm (sahm)
Phthisis (thy'sis)
Portrait (por'-trate)
Posthumous (postumus)
Precipice (pres'-i pis)
Precis (presee)
Prejudice (prej'-u-dis)
Quinine (kwineen)
Receipt (receet)
Rhine (rine)
Rhinoceros (ri, nocerus)
Rhombus (rom'-bus)
Schedule (shedule')
Sour (sower)
Sceptic (skep'tik)
Soup (soop)
Sew (so)
Studio (stu'-di-o)
Subtle (suttle)
Stopped (stopt)
Shepherd (sheppered)
Solemn (solem)
Suicide (sui si'de)
Soften (sofen)
Trough (trul)
Twopence (tuppens)
Tyranny (ti-ran-ee)
Uncouth (un-kooth)
Veil (va'le)
Victory (vic-tree)
Viscount (vycount)
Victual (vit'l)
Wall (wawl)
Woman (woo'mnn)
Women (wi-men)
Wreath (reeth)
Yolk (yoke)

XI. IMPORTANT PROPER NAMES

(a) Names of Persons

Abbot
Addison
Akbar
Alexander
Andersen
Asoka
Aurangzeb
Buddha
Burke
Byron
Cowper
Charles
Dickens
Daniel
Defoe
Douglas
Dupleix
Elizabeth
George
Gokhale
Gandhi
Goldsmith
Hawthorn
Hazlitt
Herbert
Henry
Hughes
James
John
Kamal Pasha
Kingsley
Lawrence
Longfellow
Lytton
Linlithgow
Macaulay
Margaret
Mussolini
Mac Donald
Mackenzie
Macmillan
Malcolm
Mohammed
Muhammad
Montague
Moore
Muir
Napolean
Paul
Phillips
Raleigh
Robinson
Crusoe
Reade
Russell
Shakespeare
Shelley
Socrates
Southey
Tagore
Thackeray
Thomas
Tennyson
Wellesley
William
Wyatt
Wolfe
Xerxes

(a) Geographical Names

Abyssinia
Allahabad
America
Assam
Austria
Bareilly
Cairo
Cawnpore
Ceylon
Cuttack
Calcutta
Darjeeling
Deccan
Delhi
Egypt
Etawah
Fyzabad
Himalaya
Hooghly
Italy
Jhelum
Khyber
Kiel
Lucknow
Lyons
Mecca
Medina
Mediterranean
Mussoorie
Muttra
Mysore
Naini Tal
Oudh
Philippines
Poona
Rangoon
Siam
Simla
Sicily
Sutlej
Suez
Trichnopoly
Thames
Tibet
Turkey
Westminster

(c) Names of countries and the corresponding Adjectives and Nouns.

Country	*Adjective*	*Inhabitant*
America	American	An American
Africa	African	An African
Arabia	Arabian	An Arab
Australia	Australian	An Australian

Belgium	Belgian	A B lgian
Burma	Burmese	A Burmese ; Burman
China	Chinese	A Chinaman ; Chinese
Denmark	Danish	A Dane
Egypt	Egyptian	An Egyptian
England	English	An Englishman
France	French	A Frenchman
Greece	Greek	A Greek
Germany	German	A German
Holland	Dutch	A Dutchman
India	Indian	An Indian
Ireland	Irish	An Irishman
Italy	Italian	An Italian
Japan	Japanese	A Japanese
Norway	Norwegian	A Norwegian
Poland	Polish	A Pole
Russia	Russian	A Russian
Scotland	Scottish; Scotch	A Scot ; Scotchman ; Scotsman
Siam	Siamese	A Siamese
Sweden	Swedish	A Sweden
Switzerland	Swiss	A Swiss
Turkey	Turkish	A Turk
Wales	Welsh	A Welshman

XII (*a*) NUMERICALS—WORDS AND FIGURES

(*N. B.* Consult a book on Arithmetic in case of difficulty.)

EXERCISE 1

Write in figures :—

Four thousand five hundred and ninety ; forty thousand eight hundred and thirty-nine ; eleven hundered and seventy ; three hundred thousand eight hundred and eighty-six ; seven million five hundred thousand three hundred and seventy-three ; eighty-nine ; sixteen million four thousand and five.

EXERCISE 2

Write in words :—

67 ; 575 ; 7,456 ; 54,965 ; 880,004 ; 7,957,894 ; 74,546,423 ; 465 ; 789,207 ; 7,943,210,009 ; 35,623.

EXERCISE 3

Write in Roman nation:—

5th; 97th; 65th; 23rd; 9th; 106th; 41st; 81st; 63rd; 42nd; 594th; 63rd.

EXERCISE 4

Write in words:—

XIX; XXIV; XXXIX; LIV; LIX; LVI; CIX; CLIV; CL; CM; DCIX; MM.

EXERCISE 5

What do the following mean?—

i; iv; ix; xxi; xxix; @; § % p.c; $ £.

(b) SOME SCIENTIFIC TERMS:—

Crystallisation, Decantation, Distillation, Dissociation, Filtration, Desiccation, Ingredient, Incrustation, Crucible, Burette, Pipette, Violet, Gas, Liquid, Thermometer, Fahrenheit, Barometer, Centimetre, Millimetre.

XIII (a) COMMON ABBREVIATIONS

A. D.	In the year of our Lord
A.M.	Before noon
A.I.C.C.	All-India Congress Committee
A.C.	Alternating Current (Electricity)
A/c.	Account
A.D.C.	Aide-de-Camp
B.C.	Before Christ
B.A.	Bachelor of Arts
B.Agr.	Bachelor of Agriculture
Bar-at-Law	Barrister
B.Com.	Bachelor of Commerce
B.Ed.	Bachelor of Education
B.L.	Bachelor of Law
B.T.	Bachelor of Teaching
B.Sc.	Bachelor of Science
C.O.D.	Cash on Delivery
Col.	Colonel
Cwt.	Hundredweight
C.I.	Central India
C.I.D.	Criminal Investigation Department
C.I.E.	Companion of the Indian Empire
c/o	Care of

Cr.	Creditor
C.S.I.	Companion of the Star of India
D.C.	Direct Current (Electricity)
D.Litt.	Doctor of Literature
D.L.O.	Dead Letter Office
D.Phil.	Doctor of Poilosophy
D.P.H.	Diploma of Public Health
D.S.P.	Deputy Superintendent of Police
D.Sc.	Doctor of Science
Dr.	Doctor *or* debtor
etc.	et cetera (and the like)
Esq.	Esquire
E.O.	Executive Officer
E &O.E	Error and omissions excepted
e.g.	For instance
f. o. r.	Free on rail
f. o. b.	Free on board
F. R. G. S.	Fellow of Royal Geographical Society
F. R. A. S.	Fellow of Royal Asiatic Society
F. R. S.	Fellow of the Royal Society
G. C. S. I.	Great Commander of the Star of India
G. P. O.	General Post Office
H. E.	His Excellency
H. E. H.	His Exalted Highness
H. R. H.	His (Her) Royal Highness
H. M. S.	His Majesty's Ship
Hon.	Honourable
I. E. S	Indian Educational Service
I. P. S.	Imperial Police Service
I. M. S.	Indian Medical Service
I. C. S.	Indian Civil Service
i. e.	That is
K. B.	Khan Bahadur
K. C. I. E.	Knight Commander of the Indian Empire
K. C. S. I.	Knight Commander of the Star of India
K. S. I.	Knight of the Star of the India
Kt.	Knight
Ltd.	Limited
LL. D.	Doctor of Laws
LL M.	Master of Laws
lb.	Pound (weight)
LL. B.	Bachelor of Laws
Lieut.	Lieutenant

£. s. d.	Pounds, shillings, pence
M. D.	Doctor of Medicine
M. L. A.	Member of the Legislative Assembly
M. B., B. S.	Bachelor of Medicine and Bachelor of Surgery
M. A.	Master of Arts
Mr.	Mister
Mrs.	Mistress
Mt.	Mountain
M. O.	Money order
M. P.	Member of Parliament
Mss.	Manuscripts
M. B. E.	Member of the British Empire
N. C. O.	Non-Commissioned Officer
N. B.	Mark well (*nota bene*)
N. W. F. P.	North Western Frontier Province
No.	Number
O. K.	All Correct
O. B. E.	Order of the British Empire
Oz.	Ounce
pp	Pages
P. W. D.	Public Works Department
P. C. C.	Provincial Congress Committee
Ph D.	Doctor of Philosophy
%	Per cent.
P. M. G.	Post Master General
Prox.	Next
Per Cent.	By the hundred (p. c.)
P. C.	Privy Councillor
P. C. S.	Provincial Civil Service
P. M.	Afternoon
P. S.	Post script
P. T. O.	Please turn over
Q. E. D.	Which was to be proved
Rt.	Right
R. B	Rai Bahadur
R. S. V. P.	Reply if you please
R. R-	Railway Receipt
R. M. S.	Railway Mail Service
St.	Saint *or* strait
S. O. S.	Save Our Souls (message)
Syt.	Srivut
T. A.	Travelling allowance

T. B.	Tubeaculosis Bacilli (Phthisis)
Ult.	Ultimo (the lest)
U. S. A.	United State of America
U. S S. R.	Union of Soviet Republics
V. P. P.	Value Payable Parcel
V. C.	Victoria .Cross
viz.	Namely
Y. M. C. A.	Young Men's Christian Association
Y. W. C. A.	Young Women's Christian Association

(b) OTHER ABBREVIATIONS

Aren't	Are not
Can't (cann't)	Cannot
Couldn't	Could not
Don't	Do not
Didn't	Did not
E'er	Ever
'Em	Them (*slang*)
Hasn't	Has not
He'll	He will
He'd	He would *or* he had
He's	He is *or* he is
Hon'ble	Honourable
Isn't	Is not
I'm	I am
I'd	I would *or* I had
It'll	It will
I've	I have
Let's	Let us
Mayn't	May not
Mustn't	Must not
Ne'er	Never
O'clock	Of the clock
She's	She is *or* she has
She'd	She would *or* she had
Shouldn't	Should not
Shalln't	Shall not
'Twere	It were
'Tis	It is
'Twill	It will
Wasn't	Was not
We'd	We would *or* we had
We'll	We will

We're	We are
What's	What is
Who'll	Who will
Won't	Would not
Wouldn't } You,d	You would or you had

XIV. EXERCISES ON SPELLING

(COMPLETE PASSAGES)

Complete the spelling of the words in the following paragraphs:—

(1) Atten . ion, applica . ion, accur . cy, method, punctual . ty, and d . spatch, are the principal qualities required for the effic . . nt conduct of business of any sort. These at first sight, may appear to be small matters; and yet they are of es. en . ial importance to human happ . ness, wel . being and usefulness.

—Smiles.

(2) With such horrible imagina . ions, Macbeth returned to his lis . . ning wife, who began to think he had failed of his purpose, and that the deed was somehow fr . str . ted. He came in so d . str . cted a state, that she repr . . ched him with his want of f . rmness, and sent him to wash his hands of the blood which st . . ned them, while she took his dag . . r, with purpose to sta . n the cheeks of the grooms with blood, to make it se . m their g . ilt.

—Lamb.

(3) From the humble ac . demy kept by the old sold . . r Goldsmith was removed in his ninth . ear. He went to several gramm . r schools and acq . . red some knowledge of the anc . . nt languages. His life at this seems to have been far from happy. He had, as appears from the admirable portr . . t of him at Knowle, features harsh even to ugl . ness.

—Macaulay.

(4) I conc . . ve that the German Diet has rec . . ved the news of the s . . ge of none of their forts. The enemy, acting under the bel . . f that the Germans were counter-f . . ting a retreat, did not make an attempt to seize the strat . gic points. They were gr . . vously dec . . ved in be . ng able to perc . . ve their mistake and nothing now could retr . . ve their former loss

(5) A poor boy, being str. cken with hunger. ntered a garden. The garden. r who was dy . . ng a piece of cloth by the side of a qu . r . y, looked at him with an eye of compas . . on and gave him some fruits The boy started for his village happ ly. On the way he met the own. r of the garden who boxed his ears and sna. ched away the fruits. The angry man rushed upon the garden . r and beat him merc. le . . ly so much so that his nose beg. n to bl . . d and he became sen . eless.

(6) By degrees Rip's aw . and ap . rehen . ion subsided. He even ventured, when no eye was fixed upon him, to taste the bev . rage, which had much of the flav . ur of excell . nt Hollands. He was naturally a th . rsty soul, and was tempted to rep . . t the dr . . ght. One taste provocked another; and he re. terated his visits to the flag . n so of . en. that at length his sen . es were over-powered, his eyes swam in his head, his head gradu-al . y d . clined, and he fell into a deep sleep.

—Irving.

(7) Midas started up, in a kind of joyful frenzy, and ran about the room grasping at everything that hap . ened to be in his way. He s . . zed one of the bed-posts, and it im . ed . . tely became a fluted golden pill . . r. He pulled aside a window c . rta . n, in order to admit a clear sp. ct. cle of the w. nders which he was perform-ing; and the tas . el grew heavy in his hand—a mass of gold. He took up a book from the table. At his first t . . ch, it assumed the ap . ear . nce of such a splendidly bound and gilt-edged v . lume as one often me . ts with now-a-days; but, on running his fing . rs through the leaves, behold! it was a bundle of thin golden plates, in which all the wisdom of the book had grown il . . gible.

— Hawthorne.

(8) These loft . . r regions of the Himalayas do not present the tranquil grand . . r, and those picturesq . . views, which render the mountain scen . ry of Europe . n chanting. They are rugged, gloomy, and monoton . us. The mi . . ty su . . its overhang no soft, past . ral val . . ys, nor wave with varied foli . ge, nor are reflected in the b . som of still and transp . r . nt lakes, The trav . l er, hem . ed in between their steep pr. c . pices, sees only the dark grand . . r of the chasm through which he winds.—Armour.

XV. DIVISION INTO PARAGRAPHS

The Paragraph

Just as proper punctuation marks help the reader to grasp the construction of sentence without difficulty, in the same way division of a piece of composition into suitable paragraphs enables him to concentrate his mind on the theme dealt with in each paragraph. These paragraphs are like so many shelves in a cupboard in which different groups of articles are arranged in each shelf to facilitate their handling.

Its unity

Thus in the description of a town, the different paragraphs may deal with (1) location; (2) population; (3) big buildings; (4) industry; (5) roads; (6) sanitation; and so on. Each paragraph should deal with one central idea, and should be one distinct unit apart from the rest. For example, the following paragraph—

Mohan is a tall boy. He beats his little sister. His father quarrelled with a constable. He lives in a mudhouse—

It is not at all a paragraph, because the ideas are jumbled up and there is no central idea. On the contrary, the following arrangement is much better—

Mohan is a village boy. He is, therefore, healthy and tall, for he breathes fresh air and plays about a good deal.

He comes of a poor family. His father is a peasant and lives in a mudhouse. He can hardly meet the expenses of the little family.

As such the father should be modest. But he is most boorish. He would, on the slightest pretext, pick a quarrel with the village constable and get into trouble.

Like the father, the son also grew to be a peevish boy. He would thrash his playmates and lord it over them. He would even beat his little helpless sister almost daily without any cause.

Now the above arrangement is fairly good. The first paragraph gives the reader a *first impression* of Mohan; the second gives the *type of family* he belongs to; the third tells the reader something about the *nature of Mohan's father*: and lastly, we are told something about the *wicked nature of the boy himself.*

Its coherence

Even in the same paragraph each sentence should follow logically the previous one in sense. There should be no abrupt break in the smooth flow of ideas Thus in the first paragraph above, the idea of Mohan being a village boy naturally leads to the idea of his being a healthy boy as well as his active life. In the next paragraph likewise, the idea of poverty in the family is supported by the fact of his father being a peasant. And the mudhouse is what a poor peasant generally has.

Its link with the foregoing paragraph

The first paragraph should be an introductory paragraph. It should be attractive and induce the reader to proceed further. The subsequent paragraphs should, on their part, be linked in sense with each previous paragraph. There should be no sudden jumps and it should not be difficult for the reader to remember the subject matter of each paragraph in a proper setting. Here again the flow of ideas from one paragraph to the next should be gentle and logical. For instance, in the above arrangement of pargraphs the idea of poverty in the second paragraph would be contrary to the idea of boorishness in the next paragraph if it were not introduced with some such sentence as—As such he should be modest. This introductory sentence puts the reader in the spirit of contrasting ideas and prepares him to appreciate the contrast. Likewise, in the last paragraph the reader is required to pass on to the son's habits, whereas he was acquainted with the father's nature in the previous paragraph. So the need of a link is felt. And here we find the link in the phrase—*Like the father*. These links are like 'shock absorbers which the good writer always uses whenever he has to lead the reader from one central idea in a paragraph to quite a different central idea in the next paragraph.

These links may be any suitable phrase or sentence. Generally the following will be found handy and useful :— as has been remarked : over and above ; on the contrary ; on the whole ; beside ; in addition to ; to sum up ; etc .

The reader should make himself familiar with these 'links' so that when he is called upon to divide a long passage into suitable paragraphs, he, should be able to know them.

He can then stop and think if division into paragraph is justified at that stage.

The Importance of the first sentence in the paragraph.

The first sentence, as a rule, contains the central idea of the whole paragraph. The subsequent sentences generally expand that very idea. When these subsidiary ideas exhaust themselves, the paragraph should automatically end. In the above example, the special feature of the first sentence is clearly illustrated in the second and the last paragraphs. But remember this is not always the case. Sometimes the second sentence or a sentence in the middle or even the sentence at the end of a paragraph contanins the central idea. In the example cited above the central idea is to be found in the second sentence of the first or the thirds paragraph.

Variety in the paragraph.

The sentences should be of different lengths. But the idiomatic trend or the grammatical construction of the sentence should not be sacrificed for this purpose. It will be found useful to use complex and compound sentences along with simple ones.

Rules of dividing a passage into suitable paragraph.

1. The sentence containing the central idea should be recognised. All other sentences expanding, modifying or illustrating this central idea should come under the same paragraph.

2. The logical connexion between one sentence and the preceding as well as the following sentence should be clearly understood. All such sentences connected logically should be put in one and the same paragraph. When this logical sequence or flow from one idea to another stops, the paragraph should also end.

3. The 'links' at the beginning of each paragraph should be recognised and should give the clue to a fresh paragraph. These 'links' have been explained and illustrated at length in the discourse on paragraphing given above.

4. The first word of the first sentence of a fresh paragraph should stand a little away to the right from the margin

5. In a dialogue, whatever one speaker says *at a time* should be put in one paragraph, however short (or lengthy) it may be.

6. The paragraphs, as a rule, should not be too long. But they should not be artifically split up into too many. It must be remembered that a paragraph is a unit by itself and its size is based on *definite logical reasoning.* Where a student is required to divide a passage into paragraphs, the teacher or examiner wants to test this ability of the student to discover the separate units in a piece of good composition. And if he can discover them, he can also use this knowledge when he writes a piece of composition himself.

XVI. CALLIGRAPHY

Calligraphy is the art of writing. Typewriters have spoilt this art and people pay much less attention to this accomplishment nowadays. But in every-day life it is found that the person who writes a beautiful hand is able to create a far better impression on the reader of his script than the person who scribbles like a child. It is of the utmost importance, therefore, that students— they do not use typewriters while taking examination—should devote very close attention to this art.

Points that should be remembered always

(and *specially* while attempting the exercises in this section)

1. The letters should be distinct and of normal size. Very big and very small letters are both disgusting.

2. The slope of each letter to the line should be uniform. Generally erect or a little slanting letters are graceful. It is more aesthetic to incline them a little to the right and *not to the left.* The latter habit impedes quick writing and is regarded more or less as the monopoly of ladies.

3 The shape of any particular letter should be uniform wherever it is written. It is not good taste to write 'A' (as in print) at one place and 'A' (as in script) at another place. All capital letters are generally subjected to this abuse. A careful writer prefers the shape of letters as they are found in the specimen lines of writing note-books, and avoids the printed forms.

4. The spacing between different words as well as letters should be uniform. They should neither merge into each other nor stand too widely apart.

5. The punctuation marks should be carefully and distinctly made and their size should tally with the size of the letters. Sometimes '?' '!' '-' (hyphen) are written abnormally small. The full stop or the comma likewise should not degenerate into a geometrical point or a mere stroke.

6. Dots used in writing 'i' 'j' should be placed exactly over these letters. Small 't' should also be crossed at the right place.

7. Loops of the different letters should stand out boldly and they should not be allowed to flatten out to the appearance of an angle stroke. This sort of carelessness is responsible for confusion between 'e' and 'i' 'b' and 'h' and 'l'; 'q' and 'g'.

8. Numbers 1, 2, 3, 4, -, 6, 7, 8 and 9 are most carelessly written by junior boys and great confusion arises during calculations. Algebraical symbols 'n,' 'u' and 'x' are very often confused for sheer carelessness in not cultivating the habit of giving each the proper shape whenever it is written.

9. The following distinctions are not generally *understood or made* while writing by senior students even :—

(1) Capital letters-forms of '*A*' '*C*', '*J*', '*K*', '*M*' '*N*', '*O*', '*Q*', '*S*', '*U*' '*V*', '*W*' '*X*', '*Y*' and '*Z*'.

and

(2) The corresponding small letter-forms of the above.

N. B.—It is unpardonable to put a dot over '*J*' as some students do.

XVII. SPECIMEN OF SOLVED PAPER

ENGLISH—FOURTH PAPER (U. P. BOARD, 1941)

[*N. B.*—The answers are written *alongside*.]

1. Punctuate the following :—

(i) Up and down over and under round and round the swallows were skimming through the trees.

(ii) Many men who have been nurtured in the hard school of poverty and have suffered terrible hardships in their youth have often acquired greatness.

(iii) As god fills the whole universe so the soul fills the whole body as god sees and is not seen so the soul sees and is not seen as god nourishes the whole universe so the soul nourishes the whole body as god is pure so the soul is pure.

(iv) A little boy asked his grandfather grandpapa were you in Noahs ark the old man replied good gracious of course not then the boy said then why were you not drowned.

(v) We must be quiet said the old man I hear some one coming.

[*Solution.*—(i) Up and down, over and under, round and round, the swallows were skimming through the trees.

(ii) Many men, who have been nurtured in the hard school of poverty and have suffered terrible hardships in their youth, have often acquired greatness.

(iii) As God fills the whole universe, so the soul fills the whole body; as God sees and is not seen, so the soul sees and is not seen; as God nourishes the whole universe, so the soul nourishes the whole body; as God is pure, so the soul is pure.

(iv) A little boy asked his grandfather, "Grandpapa, were you in Noah's ark?" The old man replied, "Good gracious!. Of course, not then." The boy said, "Then why were you not drowned?"

(v) "We must be quiet;" said the old man, "I hear some one coming."]

2. From the two alternative words in each of the sentences below, draw a line across the one you regard as incorrect:—

(i) Let us make a wreath/wreathe of flowers.

(ii) The doctors proscribed/prescribed some medicine for the patient.

(iii) As he was digging the earth, he discovered a large hoard/horde of gold coins.

(iv) We should differ/defer to the wishes of our superiors.

×
(v) Ambulance corps/corpse was sent to Mesopotamia.

×
(vi) The site/cite of this school building has been selected by the Collector

×
(vii) In thi world mi e/might has always been considered to be right.

[*Solution.*—Crosses indicate the incorrect words.]

3. In the following passage, there are words with one letter or more missing. In order to complete the spelling of each word, write the proper letter above each dot.

dd
In a . . ition to this he learns how to act in case of
c e o
ac . id . nt. If he sees a boy dr . wning or a house on fire, he
s a
is able to give quick as . ist . nce In everyday life,
c e p
ac . id . nts are always hap . ening. We may fall and
i i e a
bru . se a a limb, or cut our f . ng . rs or spr . in an ankle, and
t
we may even be bit . en by a snake. To give what is called
c e
"First Aid" in all such ac . di . nts is part of a Boy Scout's
i i i m
tra . n . ng. Sw . m . ing is an art which many Indian boys
e i
learn when they are little children. To swim eff . ct . vely,
o
and to save another person from death by dr . wning, is one of the Scout's many duties.

[*Solution*—Insertions have been made above.]

4. The passage has punctuation and capital letters all complete; but a few words have been left out. A list of these words is given above the passage All you are required to do is to select and fill up the gaps with the right words.

provide, preparation, contains, details, furniture, compel, comfortable, punctuality.

Here is the picture of a room in the hostel of a high
details
school. It has been carefully drawn, and many———of

interest have been shown to use by the artist. Hostels are of
rovide
great use to the Indian schoolboy. They————a lodging for those who have to come from a great distance to carry on their studies. Hostels are place of discipline. They teach
punctuality compel
us————,and they————us to obey the orders of our
preparation
superintendents. In this way they are a good————for our life when we leave school. This picture of a hostel is very clear. We can almost see the room itself and everything
contains comfortable furniture
that it————. It is a————room with good————.

5. In the following passage, spelling and punctuation are correct, but the passage has not been divided into paragraphs. Indicate each point at which a new paragraph should begin by making the sign Λ below the line and writing a large capital P above the line.

One day a wise man came to grumbling woodcutter and
P
said, "Why do you grumble so?" Λ "I have good cause to grumble", said the woodcutter. "My life is a hard one. It
P
is all work and no play". Λ "Grumbling does not make your work less hard", said the wise man. 'I do not like grumblers.
P
Nevertheless I am willing to help you. What shall I do?" Λ "Send me a giant to do my work for me." said the woodcutter.
P
Λ "Very well" said the wise man, "I will send you a giant, but I warn you, he is very fierce. If you do not keep him
P
busy with work, he will kill you." Λ The woodcutter smiled. "There is plenty of work for him to do", said he. "All the
P
trees in this forest must be cut down." Λ The wise man went away, and the woodcutter, tired out with his day's work lay down to sleep. When he woke in the morning, he saw the giant waiting outside his house. The giant was very large. He was as tall as a tree, and his voice rumbled like thunder. His great eyes glowed like lamps. "What work am I to do?" he roared.

XVIII. TEST PAPERS

N. B.—Slanting lines indicate gaps for punctuation marks; one dot stands for one missing letter and the dash means omission of several letters.

1

1. Rewrite the following passage, punctuating and filling up the blank spaces and substituting capital letters where necessary:—

Though every one held the op. n. on that the Padma had sw. llowed the child/there was still al . rking doubt left/for a band of gypsies had been noticed outside the village that afternoon/and some suspi . ion rested on them/the mother went so far in her wild gr . . f as to think that raicharan himself had stolen the child/she called him aside with pit . ous entr . . ty/

2. (a) Add 'er,' 'ar' or' to the following:—

astrolog——; diamet——;calend——; competit——; vernacul——; execution——; legislat——; circul——; conspirat——; regul——; fing——.

(b) Add 'city' or 'sity' to the following:—

dupli——; genero—; elasti—; curio—: electi—; multipli—; eccentri—: diver.

(c) Form compound words:—

love+able; change+able; duty+full; will+full; pity+able; service+able.

3. Rewrite the following passage, dividing it into paragraphs:—

"My parrot got away," she said. "Have you seen it? It flew in this direction." "I am afraid I have seen it," said the poet, and he opened his hand. "My little pet!" said the old woman, "It sang so beautifully, and it used to feed from fingers My little pet!"

(*3 paragraphs*)

2

1. Rewrite with proper punctuation marks and fully spelt words :—

Passing across this lawn/we suddenly find ourselves looking into a most extr . . rdin . ry garden/a perfect cha . s of plants meets the eye/thickets of la . rel and clumps of lavend . r encr . . ch upon the path/this . le/dogberry/broom/rushes/and d . z . ns of other wild plants jos . le each other/but this app . r . nt confus . . n is a si . n of neglect.

2. (a) Write the plurals of the following nouns :—

Terminus, Radius, Stratum, Datum, Phenomenon, Index, Basis, Potato, Hoof, Roof.

(b) Divide into syllables :—

Real, Exception, Beautiful, Edition, Obeying, Coward Bachelor, Arithmetic, Prejudice, Quinine.

(c) Form diminutives of .—

Ring, Babe, Baron, Dear, Lamb, Tower, Crown, Seed, Cigar, Hill.

3. Rewrite, dividing into paragraphs :—

One day, as Nur Jehan sat idly by a fountain, Prince Salim came up with two doves on his wrist. H hastily thrust the birds into the girl's hands, saying, "Hold these for me." When he returned a little later, he found but one dove in her hand. 'How did you lose my bird?' he angrily demanded. She answered, 'So, my lord,' and suddenly let the second go free. The prince thought more of his birds than of the girl, and so he turned in anger to face her. But it melted at the sight of her lonely face. Now he was her slave. When Akbar heard of his love, he arranged her marriage elsewhere and removed her from the prince's sight.

(5 *paragraphs*)

3

1. Rewrite, punctuating with fully spelt words :—

It is impossible to ex . gg . rate what we have lost in the premature death of Toru Dutt/literature has no hon . . rs which need have been beyond the reach of a girl who / at the age of twenty / one/had produced so much of lasting worth / her c . urage and fortitude were worthy of her intellig . nce/ when the history of English literature comes to be written / there is certain to be a page d . dicated to this d . l . cate blossom of song/

2. (a) Add 'ing' to the following :—

Acknowledge, Dye, Die, Come, Ship, War, Remit, Swim, Occur, Cut, Sit, Write.

(b) Write the adjectives of the following :—

Abuse, Enemy, Colony, Custom, Fire, Merit, Prose, Quarrel, Wool, Study.

(c) Give the anatonyms by adding prefixes :—

Logical, Legal, Regular. Literature, Legitimate, Nerve (v), Responsible, Sensible, Apt.

3. Rewrite with suitable paragraphs :—

Mozart was just a lovable child: success never spoilt him, and a lovable child he remained all his life. He gave lessons free of charge, and wrote wonderful music which he threw about as waste paper. Other people got hold of it, copied it, and made money out of it. When he was twenty-six, he married, though he was hardly earning enough to keep himself. He was appointed musician to the Austrian Court, but the salary was very low. When he wanted to go, the Emperor's tender appeal touched his heart, and be remained where he was.

(*4 paragraphs*)

4. Fill up the blank spaces in the passage, inserting suitable words given below :—

artisans, handspun, depivation, displaced, indigenous, happen, believed.

The problem before every Congressman is how to displace mill cloth, whether foreign or indigenous. It is often——in Congress circles that——mill cloth is as good as *khadi* and superior because of its cheapness. The cheapness theory in terms of the crores of——has been exploded. Millspun for these millions is dearer than——. The former means——of their wages. Imagine what would——it, on the score of foreign wheat being cheaper, the wheat grower was——.

4

1. Rewrite with proper punctuation marks and fully spelt words :—

The journey to New Z . . land / which takes the fastest st . . mer six w . . ks to accomplish / can now be done by aircraft in nine days/and improvements are constantly being made/time and dist . nce are conq . . red and man's ing . nu . ty/ p . rs v . r . nce/and skill and linking up the most dist . nt places of the earth/and making p . ssible the brotherhood of all mankind/.

2. (a) Add 'ant' or 'ent' to the following, making necessary changes in the spelling :—

discord—, vali—, excell—, defy—, resist—, differ—, depend—, correspond—, try—, tru—.

(b) Give the past tense of :—

Stop, Regret, Pay, Fit, Quarrel, Travel, Worship, Remit, Ride, Freeze, Smell, Spoil.

(c) Add 'able' or 'ible' to the following :—

redue—, permiss—. trece—, flex—, accept—, hange—, excit—, divis—, lov—, cred—, torce—, and—, admiss—, incorrig—, access.

3. Rewrite t e following passage, dividing it into suitable paragraphs :—

William Shakespeare, the greatest writer of English plays was born at Stratford-on-Avon, on 23 April, 1564. Very little is known of his early life except that owing to the loss of much of his father's money he had to leave school at the age of fourteen. He was only eighteen when he married Anne Hathaway, a woman some years older than himself, by whom he had three children. It is said the need of money to support his growing family was the cause of his leaving Stratford for London in 1586.

(4 paragraphs)

5

1. Rewrite the following passage, punctuating and filling up the blanks :—

Raicharan was twelve years old when he came as a serv . nt to his master's house/he belonged to the same caste as his master and was given his master's s . n to nurse/as time went on the boy left Raicharan's arms to go to school/from school he went to coll . ge/and after coll . ge he . ntered the jude . . al service / until the time of the boy's marri . ge / Raicharan was his sole attend . nt/

2. (a) Add 'ary', 'ery' or 'ory' to :—

Febru—; Compuls—; Diction—; Rogu—; Laborat—; Gran—; Bound—; Necess—; Sum.n—; Tribut—; Vict—; Seen—; Liter—; Paliament—; Distill—; Machin—.

(b) For each of the following write one word :—

A soldier who fights for money; Easily made angry; Capable of being burnt easily; Animals living in water; Matter written by hand.

(c Form abstract nouns from :—

Humble; Infant; Subtle; Vital; Obstinate; Grand; Liable; Expose; Owner; Occupy; Jealous; Cook.

3. Rewrite the following passage, dividing it into suitable paragraphs :—

We are apt to forget how much we owe to science, because so many of its wonderful gifts have become familiar

parts of our everyday life, that their very value makes us forget their origin. The word 'impossible' might as well be dropped from the dictionary. A person of middle age can rememb.r when there was no aeroplane, no automobile, no radio, no cinema; he can remember when the telephone and electic lamp were curiosities to be seen in big cities. Habits have changed with the times. Railways, motor-cars, steamboat have destroyed the simplictity of life, and given even to the poorest among us luxuries which would have seemed miraculous to our great-great-grandfathers.

(3 *paragraphs*)

6

1. Rewrite. punctuating with fully spelt words :—

Walter Scott was born in Edinbur . in 1771/his father was a solicit . r / and his mother / the daughter of a profess . r of m . dic . n . in the univer . ity / had been much better educated than the maj . r . ty of ladies at this time / from her lips he heard many stor . . s of the past / to which / we may be sure / he eagerly listened / and which he stored away in his marvel . . . sly ret . ntive mem . ry /

2. (a) Insert 'ceed' or 'cede' in the following :—

Suc—; Re—; Pro—; Con—; Inter—; Pre—; Ex—.

(b) Complete the spelling of the following by inserting *ei* or *ie* :—

Bel . . f ; P . . ce ; Conc . . ve ; Dec . . v e ; Gr . . f ; Hyg . . ne ; Rec . . ve ; V . . n ; Rel . . ve ; S . . ze ; S . . ge ; N . . gh ; Shr . . k ; Perc . . ve ; N . . ce.

(c) Insert 'cious' or 'tious' to the following:—

Sedi—; Capri—; Atro—; Vi—; Spa—; Deli—; Perni—; Ficti—; Ambi—.

3. Rewrite the passage, dividing it into suitable paragraphs:—

We live in an age of marvels. One wonderful invention follows another and no one can even guess the limits of the inventive power of man. We take all these inventions as a matter of course and seldom stop to think how different is the world in which we live from the world in which our grand-fathers or our great-grandfathers grew up. The characteristic of our age is not the improvement

of science, rapid as this is, so much as the extension to all men. No one can be a great thinker who does not recognize that as a thinker it is first duty to follow his intellect to whatever conclusions it may lead.

(*3 paragraphs*)

4. Fill up the blank spaces in the passage, inserting suitable words given below :—

persude, considerations, contentment, course, meant, surging, humanity, abandoned, nectar, distressed.

Nanak, at the early age of twentyeight,—all his worldly connections and put on the grab of a faqir. He had then two sons. Sri Cand and Lakhmi Das. The——of house and family did not matter much to him. His friends and relatives could not———him to stay at home. Nanak was———for a great world In him was———a strong desire to serve——with truth, and bring peace and——to the hearts of the——and the poor. He wanted the people to follow the right——of life He had drunk at the fountain of divine knowledge, and wanted others to taste the sweetness of the——of truth.

7

1. Rewrite, punctuating with fully spelt words :—

Akbar was gifted by nature with uncommon powers of the body and mind/to an im . en . e bod . ly strength and . nda . nted cour . ge he added an excep . ion . l power of ph . sica . . ndur . nce/his rapid marches were marv . lous of ph . sical exer . ion/his app . . r . nce was kingly/his voice commanding and his general be ring noble and d . gnified / his mental gifts were on a par with his ph . sical powers / he was a man of boundless curio . ity and was . ndow . d with extra . rdin . ry v . rsat . l . ty of mind. Though f . rmally . l . iterate he . nriched his mind by as . o . iating with the most learned men of his time /

2. (a) Add the suffix 'ness' to the following :—

Lofty ; Ugly ; Manly ; Blue ; Comely ; Sly ; Dry

(b) Give the comparative and superlative of ;—

For ; In ; Up ; Late ; Pretty ; Handsome.

(c) Insert 'ede; or 'eed' in each blank to complete the correct spelling of the following :—

Prec—; Proc—; Stamp—; Rec—; Exc—; Sec—; Imp—.

3. Divide into pragraphs :—

The cooker who takes the real pride and interest in

his work, to make it as perfect as he can, independently of any so-cal.ed profit or gain which he may derive from it, is a true artist. and indeed more truly so in the essence of things than many a man who merely paints apples for exhibitions Every skilled touch of the artist's brush or chisel, though guided by genius, is the product of re-mitting study. If a work of art, whether sculpture or painting, or poem or drama, does not make use feel kindly, more generous, morally better than we were before seeing it, then I should say that no matter how clever, it does not belong to the highest forms of art.

(*2 paragraphs*)

8

1. Rewrite, punctuating with fully spelt words :—

Miss Toru Dutt/a great poetess/ lived but twenty-one br . . f years at the end of the nineteenth cent . ry her gen . . s is d . scribed in the words of a learned Frenchman/ the d . . ghter of Bengal/ so admirably and so strangely gifted / Hindu by race and tradi . ion / an Englishwoman by educa . ion / a Frenchwoman at h . . rt/ poet in English / prose / writer in French / who at the age of eighteen made India acqu . . nted with the poets of France in the r . ymes of England who blended in hers-lf thr-e s . . ls and three tradi . ions / and died at the age of twenty/one/in the full bloom of her talents and on the eve of the awakening of her gen . . s/ presents in the history of lit . r . t re a phenomenon without paral . . l

2. (a) Write the following words in the present tense :—

Caught ; Fought ; Lost ; Chose ; Sought ; Taught ; Trod ; Slew ; Struck ; Swore ; Smote ; Wrought.

(b) Add 'el', 'le' or 'al' to :

Brid— ; Shutt—; Host—; Port—. Mort—; Centrr—; Bet—; Etern—; Hot—;

(c) Insert 'ege', 'dge' or 'age' in :—

He—; Aver—; Frivil—; Brid—; Gar—; Advanl—; Mile—.

3. Divide into paragraphs :—

In England there is not much physical education of a formal or methodical nature; the English are not so remarkable for a love of gymnastic exercises. The great school of Englishmen is team sport which teaches a man to take part in corporate action, to feel not as an individual, but as a

member of a group. The principle underlying sportsmanship is to play the game according to the rules, playing it fairly and not taking an unfair advantage of any weakness handicap with an opponent may have. —(3 *paragraphs*)

9

1. Rewrite the following passage, punctuating, filling up the blanks and substituting capital letters whereever necessary :—

this phrase/as to doing an ac . ion mental . y/of . en oc . urs in the ramayana and other sacred writings and in this mental doing is the secr . t of suc . ess men's we . kness lies in his incapa . ity of cxecu . ion than in his incapa . ity of thought / strong / clear / exact thinking ac . ompl . shes the greater part of any ac . ion/its execu . ion rather in the ph . sical world is second . ry/hanuman/mighty in ac . ion/begins his/expl . its by clearly picturing them in his mind/and then he proc . . ds to the tri . mphant carr . . ng of them out/

2. (a) Add 'ance' or 'ence' to the following words, making necessary changes in spelling :—

diligent ; excel ; prudent ; occur ; persevere ; assist ; defy ; endure.

(b) Write complete words for each of the following abbreviations :—

B. Agr. ; B. Ed. ; LL.B. ; P. W. D. ; M. R. A. S. ; M. O. ; M.L.A. ; M.B., B.S. ; K,C.I.E. ; F.R.G.S.

(c) Write the feminine of the following nouns :—

Wizard ; Papa ; Hero ; Sultan ; Host ; Hunter ; Governor.

3. Rewrite the following passage dividing it into suitable paragraphs :—

Students can, by learning the art of voluntary discipline, fit themselves for leadership in the various branches of the nation's work. They can aim not at finding lucrative careers but at becoming national servants after completing their studies. They can set apart for the national coffers a certain sum from their allowances. They can promote international, interprovincial and intercaste harmony among themselves and fraternise with Harijans by abolishing the least trace of untouchability from their lives. They can spin regularly and use certified khadi to the exclusion of all other cloth. They can set apart a certain time every week, if not every day, for service in the villages nearest to their institutions and during

the vacation. devote a certain time daily for national service.

—*M. K. Gandhi*

N. B.—There are six paragraphs in the above passage.

10

1. Rewrite the following passage, punctuating, filling up the blanks and substituting capital letters wherever they are necessary:—

then manthara reminded her that / long/before / her husband having been sorely wounded/she had nursed him back to he . lth/ and he in gratitude had granted her two boons/these boons still rema . ned unasked/ and therein lay her power/let her ask as one boon the instal . a . ion of bharata / of the other / ramas exile into the forest for f . . rt . . n years/

2. (a) Add 'ment' to the following words and write their correct spelling:—

Acknowledge; Judge; Argue; Increase.

(b) Give the corresponding adjectives—Rely; Angle; Beast; Brevity; Chivalry; Gaiety; Innocence; Pleasure.

(c) Add 'ous' to the following words and write their correct spelling:—

conscience: bounty: fable; gas; labour; licence; price.

(d) In the following sentences two words of similar sound have been used in each. Cross through the words that are incorrect.

(1) The teacher has prepared his dairy/diary. (2) They set sale/ sail for America. (3) My dress is loose/ lose. (4) This knife is made of steal/ steel. (5) Cawnpore lies on the air route / root / rout to Calcutta. (6) India teams in mineral riches.

3. Divide the following passage into suitable paragraphs:—

If India takes up the doctrine of the sword, she may gain momentary victory. Then India will cease to be the pride of my heart. I am wedded to India because I owe my all to her. I believe absolutely that she has a mission for the world She is not to copy Europe blindly. India's acceptance of the doctrine of the sword will be the hour of my trail. I hope I shall not be found wanting. My religion has

no geographical limits. If I have a faith in it, it will transcend my love for India herself. My life is dedicated to the service of India through the religion of nonviolence which I believe to be the root of Hinduism. The religion of non-violence is not meant merely for 'rishis' and saints. It is meant for the common people as well.

—*Mahatma Gandhi*

N. B.—The above passage has four paragraphs.

II

1. Rewrite the following passage, punctuating and filling up the blanks:—

Fortune has of . en been blamed for her blindness/ but fortune is not so blind as men are / those who look into practical life will find that fortune is usually on the side of the industri . . s / as the winds and waves are on the side of the best navigat . rs / in the p . rsu . t of even the highest branches of hum . n . nquiry / the common . r qualities are found the most useful / such as common sen . e / atten . ion applica . ion / and p . r sever . nce /

—*Smiles.*

2. (a) Form verbs from the following, making the necessary changes in spelling:—

brief; circle; clear; fine; class; company; custom; envelope; friend; peace; right; table.

(b) Fill up the blanks by supplying suitable words from the following:—

Suit, Suite; Vocation; Vacation; Soar, Sore; Strait, Straight; Proceed, Precede.

(1) Gopal filed a—against Moti. (2) I want only those persons prosper who are honest in their—. (3) Poets and philosopher—high when they are at ease. (4) Mohan went—to his house. (5) Sin—death.

(c) Insert 'al', 'el' or 'le' in each blank to complete the correct spelling of the following:—

corpor—; mirac—;nav—;quarr—; colloqui—; parall—.

3. Rewrite the following passage dividing it into suitable paragraphs:—

Remember that your non-violence cannot operate effectively unless you have faith in the spinning-wheel. I would ask you to read 'Hind Swaraj' with my eyes and see therein

the chapter on how to make India non-violent. You cannot build non-violence on a factory civilization, but it can be built on self-contained villages. Even if Hitler was so minded, he could not devastate seven hundred thousand non-violent villages. He would himself become non-violent in the process. Rural economy as I have conceived it eschews expoitation altogether, and exploitation is the essence of violence. You have therefore to be rural-minded before you can be non-violent, and to be non-violent you have to have faith in the spinning-wheel. —*M. K. Gandhi*

N. B. The above passage has three paragraphs.

12

1. Rewrite and punctuate the following passage :—

The position of women in Greece was formerly an inferior one / this/ like many other things that we find in Greece was probably due to the influence of the Turkish rulers / women did most of the work / but were limited in their freedom / and / even among the upper classes / conversed only among themselves / and then on domestic matters / keeping at one end of the room apart from the men/

2. (a) Write the correct spelling of a noun corresponding to each of the following words:—

(i) *Verbs*—Prescibe ; Divide; Practise; Maintain ; Explain ; Expand ; Detain ; Add ; Excite.

(ii) *Adjectives*—Humane ; Notorious ; Vital ; Supreme ; Secret ; Sane ; Proud ; Prudent.

(b) Write the correct spelling of the present participles of :—

tie ; worship ; begin ; dye ; travel ; lie ; fly drop ; eye.

3. Rewrite, dividing the following passage into suitable paragraphs:—

The monkey heard their complaints and said, "I cannot give my verdict so soon. I can do if you stay at mine and satisfy me by your conduct." They exclaimed. "All right your lordship!" The monkey took work from them. One day he went on a journey. Sometimes he rode on the elephant and sometimes on the camel. They met a fox who watched them but said nothing. In the meantime the monkey felt hungry. He saw a tree and climbed it to eat fruits. He said. "Go wherever you like and find your food. Mind, do not stay away. Our journey is long and the time is short.

(4 *paragraphs*)

4. Fill up the blank spaces in the passage, inserting suitable words below—

interfere, perilous, vengeance, uneasiness disaffection, descriptions, ignorant, countenance, command; success, notwithstanding.

Columbus found himself in a——situation, for he had observed with great——the operation of ignorance and fear in producing——amongst the crew. He pretended to seem ——of the fact that they were plotting against him,——the agitation of his mind he appeared with a cheerful——and apparently confident of——. Sometimes he endeavoured to work upon the avarice of his men by——of the wealth which they would acquire; on other occasions, he assumed an air of——and threatened them with——if they would dare to ——with his plans.

13

1. Rewite, punctuating the following passage:—

The most profitable study is that which is conducted with a definite aim and object / by thoroughly mastering any given branch of knowledge / we render it more available for use at any moment / hence it is not enough merely to have books / or to know where to read for information as we want it / practical wisdom / for the purpose of life / must be carried about with us / and be ready for use at call / it is not sufficient that we have a fund laid up at home / but not a farthing for exchange on all occasions / else we are comparatively helpless when the opportunity for using it occurs/ —*Smiles*

2. (*a*) In each of the following sentences two words of similar sound have been used. Reject the word that is incorrect.

The coolie is carrying a bale / bail of cotton. Good bye/ by, my friend. A sensitive person cannot cheque / check his feelings. Gopal was born/borne in 1938.

(*b*) Write complete words for each of the following abbreviations :—

P.C.S.; Ph.D.; P.E.S.; Mrs.; I.M.S.; Hon; I.P.S.

(*c*) Write the words used for the people of the following countries :—

Norway; Mexico; Canada; Holland; Portugal; Spain; Poland; Austria; China; Sweden; Japan.

(*d*) Write the past tense of the following :

Spend ; Beseech ; Teach ; Drop ; Hit ; Spread ; Send ; Sew.

3. Rewrite the following passage, dividing it into suitable paragraphs :—

"Yes, my friends," said Cadmus to thrm, "this is to be our home. Here we will build our habitations. The brindled cow, which has led us hither, will supply us with milk. We will cultivate the neighbouring soil and lead an innocent and happy life.' His companions joyfully assented to this plan, and, in the first place, being very hungry and thirsty, they looked about them for the means of providing a comfortable meal. Not far off they saw a tuft of trees which appeared as if there might be a spring of water beneath them. They went thither to fetch some leaving Cadmus stretched on the ground along with the brindled cow, for, now that he had found a place of rest, it seemed as if all the weariness of his pilgrimage, ever since he left his father's palace, had fallen upon him at once.

14

1. Rewrite the following passage, punctuating, filling up the blanks and substituting capital letters :—

the exist . nce of a number of powerful and independ . nt princip . l . ties / constantly at f . ud with one another / and ready at a moment/s notice to c . mbine against a common foe / was not only a constant m . nace to the secur . ty of the imperial throne / but a serious hind . rance to the establishment of any settled form of gover . ment / the subjugation of rajputana was / therefore / one of the first undertaking to which akbar turned his atten . ion /

2. (*a*) Add (with correct spelling of each word) *ense* or *ance* to the following :—

Attend, Convey, Inherit, Excel, Infer, Remember, Grieve, Ignore, Precede, Rely.

(*b*) Add 'sion' or 'tion' to the following :—

add—, competi—, destina—. descrip—, exhibi—, ses—, persua—, repeti—, quota—, tui—,

(*c*) Add *cial* or *tial* at the end of the following :—
benefi—, offi—, mar—, pruden—, pala—, spe—, finan—, judi—, provin—, substan—.

3. Rewrite the following passage, dividing it into suitable paragraphs :—

In all his books the aim of Dickens was to show that there is much that is lovable and good in human nature, even when it appears most unattractive. He did not find his heroes among the rich and the powerful, but among the slum and gutter dwellers, or in the homely cottage. Then, by his vivid and sympathetic words he aroused the indignation of the people against the crying abuses of the land. While Shafterbury was working hard for the betterment of the poor man and his childeren, Dickens, with his pen, was doing his share of the great work. But his books are by means always sad ; he can move us to tears, but he gives up too much innocent and hearty laughter.

4. Fill up the blank spaces in the passage by inserting the suitable words given below :—

persecution, question, invoked, meted out. views, sympathies, intimately, untouchables, hesitation, inhuman.

Several letters have been received by me asking me to declare my——about the Arab-Jew question in Palestine and the persecution of the Jews in Germany. It is not without——that I venture to offer my views on this difficult——.

My—are all with the Jews. I have known them—— in South Africa. Through these friends I came to learn of their age-long——. They have been the——of Christianity. The parallel between their treatment of untouchables by Hindus is very close. Religious sanction has been——in both cases for the justification of the——treatment——to them. Apart from the friendships, therefore, there is the more common universal reason for my sympathy for the Jews. —*M. K. Gandhi*

13

1. Rewrite the following passage with proper punctuation marks and fully spelt words :—

once / amidst his sufferings / nelson had expressed a wish that he was dead / but im . eldiat . ly sp . r . t subdued the pains of death / and he wished to live a little longer/ d . ubtless that he might hear the the compl . . ion of the v . ct . ry which he had seen so glori . usly beg . n / that consola . ion/that joy/ that tr . . mph was . fforded him/ he lived to know that the v . ct . ry was a.d . cisive / and the last guns which were at the flying en . my were h . . rd. before he . xpired/

2. (a) Insert 'ege', 'dge,' or 'age' in the following words:—
aver— gar—, pill—, privil—, all—, dam—, pack;— suff—.

(b) Write the words for which the following abbreviations stand:—

A. D., Inst., C. O. D., B. T., Bros., Lieut., Spt., R. M. S., D. S. P., Cwt., C. T., M Com., M. D.

(c) Form adjectives from the following nouns:—

Enemy, Irony, Machine, Face, Muscle, Money, Will, Joke, Essence.

3. Rewrite the following letter, dividing it into suitable paragraphs:— Shantiniketam, 12-2-40.

Dear Mahatmaji.

You have just had a bird's eye view this morning of our Vishvabharati centre of activities. I do not know what estimate you have formed of its merit. You know that though this institution is national in its immediate aspect, it is international in its spirit, offering, accordingly to the best of of its means, India's hospitality of culture to the rest of the world. At one of its critical moments you have saved it from an utter breakdown and helped it to its legs. We are ever thankful to you for this act of friendliness. And, now, before you take leave of Shantiniketan, I make my fervent appeal to you. Accept this institution under your protection giving it an assurance of permanence if you consider it to be a national asset. Vishvabharati is like a vessel which is carrying the cargo of my life's best treasure, and I hope it may claim special care from my countrymen for its preservation. With love, *Rabindranath Tagore.*

16

1. Punctuate the following:—

(*a*) The soldiers encouraged by this success advanced boldly.

(*b*) The whole town was in an uproar the streets were full of noisy crowds business was at a standstill.

(*c*) Learn to be punctual no habit is more important

(*d*) The Hon. Justice Ghosh arrived at 4 p. m.

2. (*a*) Write the following words fully:—

Incorrig——. incend——, capri——, vora——, erron——, ammuni——, colloqui——, commis——, inno——, impres——.

(*b*) Write correctly single words used for the following expressions:—

Incapable of being tired; the biography of a person written by himself. one who looks into the bright side of things; a document written by hand; a word with opposite meaning; murder of oneself; sacred writings.

(c) Give the negative forms of:—

Justice, just, favour, visible, firm, complete, agreeable, to own, pure, efficient, professional.

(b) Insert the *silent* letters, 'w,' 'p,' 'b,' 'k' in the following:—

Com—, reath, ——neumonia, ——nee, ——rought su——tle, clim——.

3. In the following passage, there are ten words with one or two or more letters missing. Complete the spelling of each word.

It is rec . rded of an . mper . r that when he was informed a rebellion had broken out in one of the remote provinces, he ordered his officers to ass . mble his troops, and to f . llow him, and swore he would prompty ann . h . late his foes. They advanced with all poss . ble d . spa . ch and the r . b . ls terr . r-stricken submitted upon his appr . ch.

4. Rewrite th efollowing passage, dividing it into suitable paragraphs:—

Buddhist monasteries are very common in Mongolia. and over one-third of the population consists of lamas or monks. The laymen are forced to—support them—a duty readily performed. Only one son of each family is allowed to follow his father's occupation; the others all enter a monastery. Most of the Mongols are breeders of camels, horses and sheep, and wander from place to place in search of pasture, just as they did centuries ago. Their two-humped camels, considered the best in Asia, are especially useful in carrying heavy loads across the Mongolian deserts. The tribesmen of the Uriankhai country in the north-west of Mongolia live almost entirely on their great herds of reindeer. However poor a Mongol herdsman may be, he always makes his wife's head-dress as magnificent as possible. Sometimes it is ornamented with silver and jewels.

(*4 paragraphs*)

17

1. Rewrite and punctuate the following:—(All the capitals are already supplied. No additional capital letters are t be used.)

(*a*) Pain and pleasure, joy and sorrow prosperity and adversity are interrelated

(*b*) How happy I feel here

(*c*) The princip il qualifications of a patriot are thorough knowledge of politics firmness of character and strong will

(*d*) I would see said he that all of you perish

2. (*a*) Complete the spelling of the following :—

Etiq . . . t . , bound . ry, g . mnas . . m, d . spot . sm, eff . m . nate, explo . ion, conc . . t, shep . erd.

(*b*) In tho following sentences two words of similar sound have been used in each. Reject the words that are incorrect :—

(1) I was born / borne and bread / bred at Lucknow. (2) When the weather / whether is stormy, waves, dash against the beech / beach v olently, (3) Fasten this bundle with a piece / peace of chorn / cord (4) Govind was the sole / soul air / heir to the property of his diseased / deceased father. (5) The son / sun is stationery / stationary.

(*c*) For each of the following write one word :—

Of one's own free will; the want of government in a state ; a speech delivered without preparation ; a letter which does not bear the name of writer; one who tries to benefit mankind.

(*d*) Write the corresponding adjectives and *nouns* :—

Arabia, Denmark, England, Holland, Poland, Sweden, Turkey, Peru, Tibet, Wales, Spain, Finland.

3. Rewrite the following passage, punctuating, paragraphing and filling up the blanks :—

The most marve . lous thing is that d . spite all this p . rsecu . ion the Jews have maintained their purity of race and religion / they have refused to become, bsor . ed by their conq . . r . rs and are today nearly as pure blooded as they were three thousand years ago / in Am . rica / as in England / there are now large numbers of Jews / and clothing trade of New York is practically a Jewish m . nop . ly / at present the Jewish population of Am . rica is over 3/500/000/the b. siness instincts of the Jews find ready outlet in Am . rica and thither have flocked Jews from all over Europe / *Zino* / as the Jews call Pal . stine is now open to them / and today Jews from all over the world are settling once again in the lands of their f . . . fathers /

4. Fill up the blank spaces in the passage, inserting suitable words below :—

across, annually, birthplace, fertile, desolate, fanatical, guarded, victoriously, pilgrims, oases, pitiless, portions, unexplored.

Arabistan, the "Land of the Arabs," is so well—by immense deserts and—tribesmen that large—of it still remain—, Though we think of it as a land of—,sandy wastes shimmering beneath a—sun, it contains many—valleys and beautiful—. Arabia was the—of the Mahomedan religion ; thousands of—visit the holy cities of Mecca and Medina—. From this land, more than a thousand years ago, came the hordes that—carried the banner of Islam—the north of Africa and even into Spain.

18

1. Punctuate the following :

(a) He is in my opinion a thorough gentleman
(b) A rogue I hate a fool I despise a weaking I pity honest man I love
(c) How amicable Ram is
(d) The rich and the poor the young and the old who ever heard of the plight of the besieged felt compassion
(e) The principal exports of India are food-stuff cotton hides minerals

2. Rewrite joining or separating the following :—

Every one, any one, all right, head master, when ever, at once, in spite of, some times, up to, with in, in as much as.

3. (a) Give the adverbs of :—

Body, know, joke, one, two, system, science, luck, necessary.

(b) Frame nouns from—

Assume, avow, seize, mix, defend, proper, great, succeed. decide, run.

(c) Make verbs from :—

Crystal, courage, poor, rich, danger, justice, gold, factor, simple, haste, mortal, body.

4. Rewrite the following passage, punctuating, paragraphing and filling up the blanks :—

Freedom will not come through parl . . m . nt . ry . ffort/

therefore com . . nal pacts/whilst they are good if they can be had/are valu . les . unless they are backed by the union of heart/ without it there can be no p . . ce in the land/even Pakistan can bring no p . . ce/if there is no union of heart/ this union can come only by mutual service and co . perative work/sep . rate el . ct . r . tes have resulted in the sep . ra . ion heart/by presupposed mutual d . strust and c . nflict of interests/they have tended to p . rp . tuated difference and deepen distrust/how to got out of the tangle is the question/I just now confine myself to the four Muslim m . j . rity provinces/in them there is natural Pakistan in the sense that the p . rmamnent m . j . rity can rule the m . n . rity/.

— *Mahatma Gandhi* (3 *paragraphs*)

5. Fill up the blank spaces in the passage, inserting suitable words below :—

steady, unoften, erring, stuff, patience tempered, tolerance, exacting, triumphantly, zeal.

In private life Ranade was a picture of———and gentleness, and even his reforming———was———by a spirit of kindness and———. There may be heroes, who march ———to the call of ideal, but they are mostly———, pitiless to others as for themselves, not———cruel and hard of heart. Ranade was made of another———and would rather stoop to———his march in his effort to carry the weak and the———and the slow-footed.

19

1. Punctuate the following :—

(a) Gopal having done his work went home

(b) This train is bound for Delhi that for Allahabad

(c) Strive above all things in whatever station of life your may be to preserve health there is no nappiness in life without it.

(d) According to certain notions if a sick man sneezes it is a sure sign of recovery but when a man is going on a journey or about to commence some business should anybody about him sneeze the sneeze indicates the subject in which he is interested will not be accomplished.

2. (a) Write the Present Participle of each of the following verbs :—

Regret, quarrel, stab, nod, plot, plod, drop, exceed, shut. control, prefer.

(b) Make Verbs corresponding to each of the following words :—

Natural, necessity, mad, nation, beauty, black, emphasis, patron, machine, summary.

(c) Give the Plurals of :—

Oasis, medium, formula, analysis, axis, genius, pice, mouse, goose, looker-on, storey,

(d) Write correctly each word by adding the ending 'ly' to the following :—

Luck, cruel, whole, mental, happy, final, due, true, essence, moral, material.

3. Rewrite the following passage, punctuating, paragraphing and filling up the blank :—

Scotland is now so much a part of Great Britain/and its people are so . ntermingled with the English/that we are inclined to forget that it was once split up into many d . v . sions / rent and t . rn by strife and at deadly . nmity with the sister kingdom of England / who are the Scots / they came from Ireland to the country now called by their name / one of the earliest things that we read in English history is how the Picts and Scots came down from the north and rav . ged England / it is supposed that the Picts were the an . . st . rs of the Highlanders and the Scots of Lowlanders / tha Highlanders are / as we might sup . os . / those pe . ple who live in the hilly country of the north / draw a slanting line across Scotland from Aberdeen in the north / east / to the Pirth of Clyde in the north / west / and this will roughly d . v . de Scotland into what are called the Highlands and the Lowlands /

4· Fill up the blank spaces in the passage inserting suitable words below :—

praise, motherland, bondage, consecrate powerless, dedicate, sword, disgrace.

"To thee, my———, I ———my body, for thee I——— my life , for thee my eyes will weep, and in thy———my muse will sing. Though my arms are helpless and ———, still they will do the deeds that can only serve thy cause, and though my———is rusty with ———, still it shall sever thy chains of ,———sweet mother mine.

—*Rabindranath Tagore*

20

Punctuate the following :—

1. (a) Gentlemen I bring good newes Sir Stafford Cripps the leader of the Labour Party in England is coming to India to study the political and communal condition of the country and submit a full report to the British Parliament

(b) I have no money therefore I cannot help you

(c) He said to me I fully understand the situation what cannot be cured must be endured

(d) Come in I said wont you no said he I wont then stay outside was my reply

2. (e) Write in words :—

597 ; 67, 705 ; 825,689 ; 7,500,765 ; XXVIII ; LXX.

(b) Write in figures :—

Eighty-five million, nine thousand and seventy-five ; four thousand, five hundred and two ; twelve hundred and eighty-four.

(c) Insert 'eous' or 'ious' in each blank to complete the correct spelling of the following :—

Outrag——, miscellan——, hid——, dut——, ambit——, right——, injur——, bount——heterogen——, ingen——, vorac.

(d) Add 'er', 'or' or 're' to the *following* and complete the spelling of the words :—

Photograph, minist, fib, met, meag, begin, engine, surviv, scept, procedu, cylind, counsell, calib.

3. Rewrite the following letter, punctuating and dividing it into suitabie paragraph :—

146 Chunniganj/
Cawnpore/
7th May / 1942/

My dear Father/

As the summer vacation will commence on the 16th instant/ I have much pleasure in the prospect of having seven weeks to spend with you at home/ my studies this school year have progressed favourably/ if success is at all a sure sign of progress/after the annual examination was over / I was told that I had stood first among the candidates and had been granted a scholarship / which / though small/ would be useful addition to my funds/ the heat for the last few days has been simply stifling / and the sooner I leave this place for home the better/before I go / I shall have to pay off all dues /

to meet thes demands / all the money I have with me will be spent / sc I request you to sent me some / with respects to you and mother cear / and love to brothers and sisters

I reman / my dear father / your affectionate son / Ram Mohan Vyas.

4. Fill up the blank spaces in the passage, inserting suitable words below :—

warlike, pioneers, dauntless, conquerors, forefathers, adventurers, Norwegians, raided, scourage, voyaged, braved, indented.

In the days of long ago a seafaring aad——race lived along the———, rock-bourd coast of Norway. Their famous ships————the Atlantic storms and————far and wide enabling even the Vikings to make themselves a———— to the people of coastland of Europe. They————the coasts of Britain and many of them settled there, so that the British and the————resemble one another in many way. The Norwegians are still bold———and the hardy still go forth form Norway to all parts of the earth, urged forward by the——— spirit that made their————a race of———.

21 –

I. Rewrite the following, punctuating and using capital letters where necessary:—

(a) shakespeare the great english dramatist flourished in the reign of elizabeth the virgin queen.

(b) alas I am undone brother

(c) honesty of purpose in worldly affairs has many advantages over deceit it is a safer way of dealing with men it is an easier mode of despatching business it inspires men with greater confidence it acquires more and more confidence in itself while deceit becomes more and more diffident.

2. Rewrite the following passage punctuating, and filling up the blank spaces:—

Spin . ing is a pl . . s . nt oc . . pa . ion and needs little or no . qu . pment / apart from sp . . d/ machine/ spin . ing has hardly any te . . n . cal advantage not open to hand spin . ing/ in fact / the highest and finest counts of yarn can only be spun by hand/ to me . . anise spin ing would be to d . prive millions / . spe . ially w . men and children / of a pl . . sur . ble spare time ndustry / though it may / to a limited ext . nt / be appre . iated by the hand / loom weavers/

3. (a) Fill in the blanks and complete these words:—

Comp . r . tive, bu . . h . r . Medit.. an . an, c . rcumstan . . ally, b . n . r . pt . y, m . ss . nger, pass . ng . r, s . . nry, m . sc . l . r, v . s . . le, obs . . re.

(b) Write the plurals of the following;—

Son-in-law, man-servant, milk-man, step-father, land-lady, governor-general, commander-in-chief, benefactor, negro, hunter, director, emperor, Mr.

(c) Write the complete words for which the following abbreviations are used:—

P.M, L T., M.P., L.C.M., Rt. Hon., S.D.O., V.C., S.P., R.B., I.P S.

(d) Use the following pairs of words in sentences to bring out their meaning:—

Straight—strait; shew—show; Thrown—throne; Tide—tied; seem—seam ; Ring—wring; Row—row; Principal—principle; Pause—paws; Prey—pray; Red—read.

4. The following is a talk between a shoemaker and a customer. Rewrite it in the form of a dialogue:—

Good afternoon, Sir; it's good to see anyone in my shop on such a wet day. Yes, we have had a lot of rain lately; and that's why I have come to buy a strong pair of boots. My feet have got quite wet in these thim shoes. So it's an ill wind that blows nobody any good. Sir, I thank I can find a good pair. What size do you take? Seven. Do you want black boots or brown? Brown, please: with good thick soles. Here is a very good thing for you, sir, real English leather, and strong without being clumsy. Yes they look all right. What's the price? Five rupees. Here is the money. Thank you, Sir.

22

ENGLISH—FOURTH PAPER (U. P. BOARD, 1940)

Punctuate the following by inserting colons, commas, full stops and question marks, where necessary—

(1) To reason with him was vain he was dead drunk

(2) To err is human to forgive divine

(3) The habit of lying is generally detected in the end and after detection the liar instead of deceiving will not even be believed when he happens to speak the truth.

(4) As Caesar loved me I weep for him as he was for-

tunate I rejoice as he was valiant I honour him but as he was ambitious I slew him.

(5) Mother said he at last how are sponges made they are not made replied his mother they grow but I have never seen any sponge tree said Robert do they not grow in this country.

2. In each of the following sentences, two words are given in brackets. Only one of the two words is correct. Draw a line completely through the wrong words in each case, and let the right ones remain :—

(i) Every one should have an easy (access, excess) to the king.

(ii) The Magistrate granted the (bale, bail) application of the accused.

(iii) It is believed by the Hindus that the (sole. soul) never dies.

(iv) Ram being the best boy in the class, every one feels (zealous, jealous) of him.

3. Combine the words given in the brackets, and write the compound words correctly :—

(i) (blame—able). (ii) (change—able).
(iii) (full—fill). (iv) (will—full).

4. In the following passage, there are twelve words with one or more letters missing. In order to complete the spelling of each word, write the proper letter above each dot :—

With regard to the nece . . ity of having headq . arters of ap . ell . te assi . t . nt com . issioner of income-tax at Cawnpore, Mr. Sheehy assured the com . it . ee that the matter would be decided with due regard to the number of app . . ls. Regarding the sug . es . ion for calling a confer . nce of industrial and commercial interests by the Central Board of Revenue for considering rates of depre . iation allowance, Mr. Sheehy adh . red to the view that it would be better to call for advice from the various interests concerned.

5. Several words have been omitted from the following passage. A list of words is given at the top of the passage. Write down in each blank space the word you think is wanted. There is one word for every blank space.

efforts, nation, reduction, politicians, economy, acknowledged, education, expenditure.

In the Council Gokhale stood well above all other—. He

was, in fact, the—leader of the Indian members. He made the best use of his time in the interest of the—. He stood for—, and warned the Government against increasing their—. He advised them to spend more money on—than on such things as railways. He fought for the—of the salt tax, and it was due to his—that the tax was reduced from two rupees and a half to one rupee per maund.

6. In the following passage, spelling and punctuation are correct, but the passage has not been divided into paragraphs. Indicate each point at which new paragraph should begin by making the sign ∧ below the line and writing a large capital P above the line :—

"How cold it is !" sighed the grasshopper, "I am so hungry. I will go to see my friend, the ant, to beg food." The ant was busy with her children. "Sit down, Mr. Grasshopper," she said. "I am very hungry," said the grasshopper. "Please give me some food. The weather is cold and there is no food in the fields." "What did you do in the summer ?" said the ant. "Then it was warm, and there was plenty of food. Why did you not store some ?" "I sang for joy all the summer time", said the grasshopper. "I forgot to gather food." 'You sang all the summer !" said the ant. "Very well, now you can dance !" Thus the hungry grasshopper was turned out of doors.

23

ENGLISH—FOURTH PAPER (U. P. BOARD, 1942)

1. Punctuate the following, and use capitals where necessary :—

(i) to err is human to forgive divine

(ii) the snake was about three feet long and very thin its main colour was a brilliant red with alternate broad rings of black and yellow.

(iii) retiring a few paces I picked up a large stone with the intention of crushing it the stone however struck the rocky ground and broke into a hundred small fragments

(iv) now my dear sir said the little man the very first principle to be observed in these cases is this if you place a matter in the hands of a professional man yeu must in no way interfere in the progress of the business you must have implicit confidence in him

(v) how are you said miss havisham to camilla thank you miss havisham she replied I am as well as can be expected what is the matter with you asked miss havisham with exceeding sharpness I do not want to make a display of my feelings replied camilla.

2. From the two alternative words in each of the sentences given below, draw a line across the one you regard as incorrect.

(i) He addressed the king with due difference/deference.

(ii) I am now going to take a bathe/bath.

(iii) It is not proper for a gentleman to lose/loose his temper.

(iv) In cold countries people wear fir/fur coats in winter.

(v) We see the moat/mote in another's eye but not the beam in our own.

(vi) Lion is a beast of pray/prey.

(vii) At present all foreign letters are opened by the censor/cencer.

(viii) All teachers of this institution are requested to keep a dairy/diary for every subject.

3. In the following passage there are words with one or more letters missing. In order to complete the spelling of each word, write the required letter above each dot.

The ch . . fs pond . red over these words. They . new the dan . er of placing an inf . nt on the thr . n . and the confus . . n into which the state mi . . t fall if an uns . r - pul . . sr - gent were app . . nted ; so they one and all agr . . d to the im . ed . . ter . m . val of the little prin . e . Ac . ordingl . they m . depl . ns to put him to death.

4. The following passage has puuctuation and capital letters all complete; but a few words have been left out. A list of these words is given above the passage. All you are required to do is to select and fill up the gaps with the right words.

mounted, stipulated, moan, most, alongside, breakfasted anxious, filled.

The manner of my daily march was this. At about an

hour before dawn I rose, and the ______________ of about a pint of water which I allowed myself for washing. Then I ______________ upon tea and bread. As soon as the beasts were loaded, I ______________ my camel and pressed forward. My poor Arabs being on foot would sometimes ______________ with fatigue and pray for rest, but I was ______________ to enable them to perform their contract for bringing me to Cairo within the ______________ time and I did not, therefore, allow a halt until the evening came. About midday, or soon after, Mysseri used to bring up his camel ______________ of mine and supply me with a piece of the dried bread softened in water. After this there came into my hand the little tin cup half ______________ with wine and water.

5. In the following passage, spelling and punctuation are correct, but the passage has not been divided into paragraphs. Indicate each point at which a new paragraph should begin by making the sign Λ below the line and writing a large capital P above the line.

In the evening a party of jugglers came to the door of the mess-room and asked leave to perform before us. Dinner being over, they were admitted with their apparatus which was very simple. It consisted only of a few baskets and two or three earthen vessels. The tables being moved aside, we assembled round to witness their tricks when Dr. McTabb, the surgeon of the station, declared that he should certainly be able to discover their secrets. I have not space to describe all that was done. One man first brought out an earthen jar with a large mouth. It was filled with water and, on turning it upside down, all the water flowed out. But to our surprise, on its being placed with the mouth up, it immediately became full. After this a large basket was produced when a lean dog was placed under it; but after about a minute the animal appoared with a litter of pups. Another man offered to swallow a snake, and produced a cobra on opening a box. He then put the tail of the snake into his mouth and, after a few minutes, the reptile vanished.

CHAPTER I

STUDY IN WORD (Aids to Composition)

A Single word for a Number of Words

N.B.—Each italicisd words stands for the corresponding words excluding the bracketed portion.

1. (A game) in which no side gains victory—a ***drawn*** game.
2. At the same time—*simultaneously.*
3. (A child) born after the death of its father—a ***posthumous*** child.
4. Incapable of being wounded—*invulnerable.*
5. „ „ „ seen—*invisible.*
6. „ „ „ understood—*unintelligible*
7. „ „ „ heard—*inaudible.*
8. „ „ „ conquered—*invincible.*
9. „ „ „ read—*illegible.*
10. „ „ „ believed—*incredible.*
11. „ „ „ reduced by force—*impregnable.*
12. „ „ „ effaced.—*indelible.*
13. „ „ „ tamed—*untamable.*
14. „ „ „ chosen—*ineligible.*
15. „ „ „ managed—*unmanageable.*
16. „ „ „ repaired—*irreparable.*
17. „ „ „ corrected—*incorrigible.*
18. „ „ „ seen through—*opaque.*
19. „ „ „ overcome—*insurmountable.*
20. „ „ „ pleased—*fastidious.*
21. „ „ „ practised—*impracticable.*
22. „ „ „ determined—*indeterminable.*
23. „ „ „ solved—*insolube.*
24. „ „ „ reached—*inaccessible.*
25. „ „ „ imitated—*inimitable.*
26. „ „ „ described—*indescribable.*
27. „ „ „ divided—*indivisible.*
28. „ „ „ tired—*indefatigable.*
29. „ „ „ consumed by fire—*incombustible*
30. Incapable of being expressed.—*inexpressible.*
31. „ „ „ perceived.—*imperceptible.*
32. „ „ „ paying his debt—*insolvent.*
33. „ „ „ being avoided—*inevitable.*
34. (A person who is) liked by the people—a ***popular*** person.

35. A word having the same meaning—a *synonym.*
36. A word having the opposite meaning—an *antonym,*
37. (One) who is present everywhere—*omnipresent.*
38. One who is all powerful—*omnipotent.*
39. (A disease) that ends in death—a *fatal* disease.
40. (One) who knows everything—*omniscient.*
41. (Objects) having life—*animate* objects.
42. (A speech) delivered for the first time—a *maiden* speech.
43. (A word) no longer in use—an *obsolete* word.
44. One who eats vegetables—a *vegetarian.*
45. The life of a person written by himself—an *autobiography.*
46. One who pretends to be what he is not—a *hypocrite.*
47. (A speech) delivered without previous preparation—an *extempore* speech.
48. Persons living at the same time—*contemporaries.*
49. A post bringing a high salary but no work= *sinecure.*
50. One who lives on another—*parasite.*
51. One who makes a journey on foot—a *pedestrian.*
52. (One) who eats everything—*omnivorous.*
53. A love of mankind—a *philanthropist.*
54. One who hates mankind—a *misanthrope.*
55. One eats human flesh—a *cannibal.*
56. One who looks upon the whole world as his own—a *cosmopolitan.*
57. (A letter) in which the name of the writer in not given —an *anonymous.*
58. (A letter) not claimed by any person—a *dead* letter.
59. Murder of father—*patricide.*
60. Murder of mother—*matricide.*
61. Murder of brother—*fraticide.*
62. Murder of a man—*homicide.*
63. Murder of the king—*regicide.*
64. Murder of an infant—*infanticide.*
65. Murder of oneself—*suicide.*
66. A person who looks at the bright side of things—an *optimist.*
67. A person who looks at the dark side of things—a *pessimist.*
68. A person who speaks for others—a *spokesman.*
69. One present on thesc ene of occurrence—an *eyewitness.*

70. A rider on horseback—an *equestrian*.
71. Pertaining to money—*monetary*.
72. Persons witnessing a thing—*spectators*.
73. (Service) offered (by a man) of (his) own accord—*voluntary* service
74. (That) which happens one in three years—*triennial*
75. (That) which happens one in two years—*biennial*.
76. Fit to be eaten—*edible*.
77. With no payment—*gratis*.
78. People working under the same employer—*colleagues*.
79. Open to objection—*objectionable*.
80. One who is skilled in many languages—a *linguist*.
81. (One) who has not committed any crime—an *innocent* man.
82. (A bird) of passage—a *migratory* bird.
83. With one voice—*unanimously*.
84. (One) who cannot endure—*impatient*.
85. Without knowledge—*ignorant*.
86. Averse from mixing in society—*unsociable*.
87. Contrary to law—*illegal*.
88. Capable of being easily broken—*brittle*.
89. State of being married—*matrimony*.
90. Fit to be chosen—*eligible*.
91. One who feels with others—a *sympathiser*.
92. Like a woman—*effeminate*.
93. Ancestral property—*patrimony*.
94. (The soul of a living) passing into another—*transmigration* of soul.
95. Speaking too highly of oneself—*egotism* . .
96. A child brought up by persons who are not his parents—a *foster-child*.
97. Matter written by hand—*manuscript*.
98. (A word) which can be interpreted in any way—*ambiguous* word.
99. (A language) which is no longer spoken—a *dead* language.
100. (Animals) living in water=*aquatic* animals.
101. (Animals) which live on land and water—*amphibious* animals.
102. (Animals) which eat herbs—*herbivorous* animals.
103. (Animals) living in flocks—*gregarious* animals.
104. Liable to be seen through—*transparent*.
105. (Animals) which eat insects—*insectivorous* animals.

106. (A post) for which no salary is paid—an *honorary* post
107. (A battle) in which much blood is shed—a *sanguinary* battle.
108. (Food) conducive to health—*wholesome* food.
109. (A custom) which is found everywhere a *universal* custom.
110. (A battle) which settles victory or defeat a *decisive* battle.
111. An enthusiastic and affectionate (reception) a *warm* reception.
112. (A reception) wanting in felling—a *cold* reception.
113. (A style) consisting of too many words—a *verbose* style
114. (A style) in which a writer makes a display of his knowledge a *pedantic* style.
115. (A word) which can be interpreted in two ways—an *equivocal* word.
116. A soldier who fights for money—a *mercenary*.
117. One who lives in a country which is not his own—an *alien*.
118. (One) who is desirous of getting more and more—an *ambitious* man.
119. Easily made angry—*irritable*.
120. Capable of being easily burnt—*inflammable*.

Phrases denoting Comparison

Black as *pitch*
Bright as *day*
Bitter as *gall* (or *wormwood*)
Blue as the *sky*
Brave as a *lion*
Brittle as *glass*
Busy as a *bee*
Clear as *crystal* (or *day*)
Cunning as a *fox*
Cold as *ice*
Dry as *dust* (or a *stick*)
Deep as the *ocean*
Dumb as a *statue*
Free as *air*
Fat as a *whale*
Fair as a *rose*
Fierce as *a tiger* (or *a savage*)
Firm as a *rock*
Gentle as a *lamb*
Gay as a *lark*
Gaudy as a *butterfly* (or a *peacock*)
Good as *gold*
Graceful as a *swan*
Greedy as a *wolf*
Hard as *stone, flint* or *adamant*
Happy as a *king*
Heavy as *lead*
Innocent as *a child*
Light as *air* (or a *feather*)
Loud as *thunder*
Mad as a *hare in March*
Numerous as *stars* or *sands on the seashore*
Obstinate as a *mule*
Pale as *death*

Playful as *a kitten*
Poor as a *church-mouse*
Patient as *Job*
Proud as a *peacock*
Quick as *lightning*
Regular as *clockworh*
Sharp as a *razor*
Silent as the *grave*
Silly as a *goose*
Slow as a *snail*
Smooth as *velvet* (or *oil*)
Sour as *vinegar*
Stupid as a *donkey* (or an *ass*)
Sure as *death*
Sweet as *honey*
Tall as a *giraffe* (or a *mast*)
Tight as a *tent rope*
Timid as a *hare*
True as *steel*
Ugly as a *toad* (or a *scarecrow*)
White as *snow* (or *milk*)
Wise as *Solomon* (or an *owl*)
Yellow as *saffron*

Suitable terms for Sounds

Banging of a door
Clinking of chains
Clanging or *clattering* of weapons
Creaking of shoes
Clattering of horse's hoof
Chattering of teeth
Clapping of hands
Flapping of wings
Jingling of coins
Muttering of an old or discontented person
Moaning of a person in agony
Pattering of rain or hail
Roaring of guns or waves or clouds
Rustling of leaves
Thud of a thing falling
Tinkling of bells
Whistling of an engine
Whining of a sickly child

Appropriate Names for the Young Ones of Animals

Animal	*Young One*	*Animal*	*Young One*
bear, fox, lion, tiger	cub	duck	duckling
		frog	tadpole
		goat	kid
		hare	leveret
cat	kitten	horse	colt ; filly
cow	calf	hen	chicken
deer ; stag	fawn	sheep	lamb
dog	puppy	swan	cygnet

Appropriate Cries of Animals

An ape *gibbers*
An ass *brays*
A bear *growls*
A bee *hums*
A bird *sings, twitters* or *chirps*
A goose *gabbles* or *cackles*
A hen *cackles, clucks*
A horse *neighs, snorts*
A jackal *howls*
A lion *roars*

A bull *bellows*
A calf *bleats*
A camel *grunts*
A cat *mews*
A cock *crows*
A cricket *chirps*
A crown *caws*
A cow *lows*
A dog *yelps, barks, howls* or *whines*
A dove *coos.*
A duck *quacks*
An elephant *trumpets*
An eagle *screams*
A fly *buzzes*
A frog *croaks*
A mouse *squeaks*
A monkey *chatters, gibbers*
A nightingale *sings, warbles*
An owl *hoots* or *screeches*
A parrot *talks*
A pigeon *coos*
A pig *grunts*
A serpent or snake *hisses*
A sheep } *bleats*
A lamb }
A sparrow *chirps, twitters*
A sqirrel *squeaks*
A tiger *growls, roars*
A vulture *screams*

Words denoting a Group of Collection

An *army* of soldiers
A *batch* of boys
A *brace* of pigeons or pistols
A *board* of trustees
A *board* of directors
A *bunch* of keys, grapes or flowers
A *cloud* of locusts
A *cluster* (or constellation) of stars
A *cluster* (or group) of islands
A *company* of soldiers or merchants
A *course* of lectures
A *consignment* of goods
A *crowd* (throng) of people
A *detachment* of soldiers
A *drove* (or *herd*) of cattle
A *flock* of sheep or geese
A *fleet* of ships
A *flotilla* of boats
A *group* of figures
A *gallery* of pictures
A *grove* of trees
A *heap* of ruins, stones or sand
A *hive (swarm)* of bees
A *hoard* of money
A *bundle* (or faggot) of *sticks*
A *bundle* of hay
A *caravan* of merchants
A *code* of laws
A *congress* of representatives
A *century* of years (or runs)
A *class* of men or students
A *mob* of riotous people
A *pack* of dogs, hounds or wolves
A *pair* of shoes
A *pile* of wood, arms or books
A *peal* of bells
A *panel* of inspectors
A *regiment* of soldiers
A *range* of hills or mountains
A *swarm* of flies, or locusts
A *school* of thinkers or learned men
A *shower* of arrows
A *squadron* of cavalry or fighters (aeroplanes)
A *string* of camels
A *stud* of horses
A *staff* of officials
A *syndicate* of merchants
A *suite* of rooms or furniture

A *house* of senators
A *kennel* of dogs
A *legion* of devils
A *league* of nations
A *lock* of hair
A *tissue* of lies or crimes
A *train* of wagons
A *troop* of children
A *yoke* of oxen

Words that go in pairs

A hole and corner policy (underhand policy)
By hook or by crook (by fair means or foul)
Bag and beggage (with all belonging)
Cut and dried (ready-made)
Ebb and flow (decline and rise)
Fair or foul (righteous or unrighteous)
Friend or foe
Flesh and blood
First and foremost
Fair and square
Gal and worm wood (bitter and disgusting)
Great and small
Give and take
Hue and cry (excessive commotion)
High and low
Head to food
Heaven and earth
Hard and fast (rule)
Heart and soul
Home and hearth
Kith and kin (relations)
Likes and dislikes
Law and order
Length and breadth (throughout)
Long and short sum and (substance)
Loaves and fishes (material advantages)
Light and shade (in all circumstances)
Man and beast
Meat and drink
More or less.
Man and wife
Now or never
Nock and corner
Old and young
Odds and ends
Out and about
Pros and cons (arguments for and against)
Part and parcel (essential par)
Peace and war
Root and beanch
Right and left
Rich and poor
Rough and ready
Rank and file
Staff and nonsense
Stark and stiff
Stocks and stones
Slow and substance
Sun and substance
Top to toe
Ups and downs (change of fortune)
Under loek and key (safe)
Use and abuse
War and tear (wastage by use)
Weal or woe (happines or misery)
Wind and weather
Without rhyme or reason (unaccountable)

Distinction of Words

N. B.—The order should never be changed.

1 *At hand* :—There was none *at hand* to save the child from being run over by the motor-car.

Near :—You must work hard ; the examination is drawing *near.*

Close :—He sits *close* to Gopal.

2. *Affect*=produce effect on *or* pretend.
Anxieties *affect* the health. He *affects* ignorance.

Effect (n)=result. Your words have produced a great *effect* upon him.

3. *Allow*=not to oppose. My parents *allowed* me to go with a stranger.

Permit=sanction. The superintendent *permitted* us to visit the Memorial Well Gardnes.

4. *Answer*=(a question is answered). I *answered* only five questions out of seven set in the paper.

Reply= (a letter or a charge is replied to). I sent an immediate *reply* to his letter. Govind brought a charge against Sohan, but the latter made no *reply.*

5. *Appropriateness*=suitability. The words of Tagore are used for their *appropriateness* in style.

Appropriation=making one's own. The *appropriation* of all his property by his friend is a clear proof of avarice.

6. *Admission*=entrance. I could very easily get my *admission* to the Training College.

Admittance=permission to enter. He sought *admittance* to the Council Chamber.

7. *Amiable*=pleasing. I like persons of *amiable* nature.
Amicable=friendly, An *amicable* settlement was arrived at between the parties out of court.

8. *Alternate*=occurring one after the other. My teacher comes to see me on *alternate* days.

Alternative=offering a choice between things. The paper is quite easy as it has several *alternative* questions.

9. *Artist*=one who practises one of the fine arts. A model *artist* is one who is a poet, muscian and painter.

Artisan=a mechanic; a craftsman. A blacksmith is an *artisan.*

10. *Barbarism* = rude or uncultured state. In the eyes of Humanitarians the modern tactics of warfare are no better than *barbarism*.

Barbarity=cruelty. Muhammad Tughlaq was notorious for his *barbarity*.

11. *Banish* = to send away a person from any place. Recently most of the Jews have been *banished* from Germany.

Exile = to send away a person from his country. Lala Har Dayal was *exiled* from India.

12. *Beneficial* = useful; profitable. Physical exercise is *beneficial* to health.

Beneficent = charitable and kind. Sher Shah and Akbar were *beneficent* rulers.

13. *Battle* = a single engagement. The third *battle* of Panipat gave a death-blow to the Moghal Empire.

War = a series of engagements. German militarism was crushed in the last Great War.

14. *Childish* = like a child (used in a bad sense). A man of *childish* nature can never command respect.

Childlike = like a child (used in a good sense). Dr. Tagore was adored by all on account of his *childlike* manners.

15. *Ceiling* = the inner part of a roof. A lamp is hanging from the *ceiling*.

Roof = the entire covering of a room or house. The roof fell in and the man died under its heavy weight.

16. *Completeness* = perfection. No writer can claim *completeness* in style.

Completion = ending. I shall give you your wages on the *completion* of the work.

17. *Cheat*=to get by fraud. Some shopkeepers *cheat* their customers by selling articles which are not genuine.

Deceive=mislead. You shall be *deceived* if you *deceive* others.

18. *Crime* = an act punishable by law. He stole a watch so he was punished for the *crime*.

Sin = transgression against Divine Law. It is a *sin* to tell a lie.

Vice = habitual indulgence in evil. Smoking is a *vice*.

19. *Character* = mental or moral nature. A man of *character* overcomes all temptations.

Conduct=one's actions. None can blame you if your *conduct* is good.

20. *Clear*=distinct; not clouded; transparent. His voice is *clear*. The sky is quite *clear* today. The Ganges water is *clear*.

Clean=free from dirt. Give me a *clean* sheet of paper.

21. *Conscious*=aware. Good persons are *conscious* of their short comings.

Conscientious=acting according to one's conscience. *Conscientious* workers are not satisfied until they have done their duty honestly.

22. *Cold*=of low temperature. It is very *cold* in the month of December and January.

Cool=slightly cold and pleasant. The weary travellor stayed in the *cool* shade of the tree.

23, *Corpse*=the dead body of a man. The *corpse* was found floating in the tank.

Carcass=the dead body of an animal. The *carcass* of the horse was buired deep under the ground.

24. *Credible*=worthy of belief. His statement is *credible*.

Creditible=worthy of praise. He made *creditable* progess.

25. *Contented*=not wishing for more. *Contented* persons are always happy.

Satisfied=according to one's expectation. The head-master is not *satisfied* with the members of the staff.

✓26. *Continuous*=without any break. Tha storm raged *continuously* for three hours.

✓ *Continual*=with occasional break. It rained *continually* for three hours.

27- *Custom*=usual practice in society. The *custom* of slavery exists no where in the world.

Habit=tendency found in a person. He is in the *habit* of parading his knowledge.

28- *Defend*=ward off; protect from being injured. The hermit *defended* the pilgrims from the attack of robbers.

Protect=to save from harm. The umbrella *protects* the body from sun or rain.

29. *Discover*=to find out a thing or country the existed before. Captain Scott *discovered* the South Pole.

Invent=to create what did not exist before. George Stephenson invented the locomotive engine.

30. *Deface*=disfigure. He gave such a blow on his face that the was *defaced* for life.

Efface=wipe off. *Efface* the memory of your past sins and live a noble life.

31. *Divers*=several. I could not attend the meeting for divers reasons.

Diverse=different in quality. Persons of *diverse* temperaments never agree.

32. *Dependence*=reliance; living at another's cost. *Dependence* often deprives one of self-confidence.

Dependency=a subject country. India is a *dependency* of England.

33. *Doubt*=not to be sure about. I *doubt* his honesty.

Suspect=Lately two young men were *suspected* as the real culprits.

34. *Disinterested*=unselfish. Mahatma Gandhi renders *disinterested* service to India and her people.

Uninterested=indifferent. He is altogether *uninterested* in these affairs.

35. *Distinctness*=clearness. *Distinctness* of speech is essential in a teacher.

Distinction=honour. Last year the Arithmetic paper was so difficult that very few boys got *distinction* in Mathematics.

36. *Drown*=suffer death by suffocation in liquid. Do not bathe in deep water or you will be *drowned*.

Sink=to go down under water. The ship dashed against the rock and *sank*.

N.B. 'Sink' is used for inanimate objects and "drown' for animate ones.

37. *Efficient*=competent. He is an *efficient* carpenter.

Effective or *efficacious*=producing good effect. The Ganges water is *efficacious*.

38. *Elemental*=pertaining to the elements. The ship sailed ashore in spite of *elemental* difficulties. (i.e., wind and storm).

Elementary=rudimentary; introductor. *Elementary* education is compulsory in all progressive countries.

39. *Envious*=bitterly contemplating another's success. Pious persons are never *envious* of another's success.

Jealous=it denotes rivalry. Mohan is *jealous* of my literary progress.

40. *Event*=an important happening. What *events* took place in the reign of Jehangir?

Accident=an unexpected occurrence. These days motor *accidents* are common.

41. *Estimate*=approximate valuation of a thing. The engineer submitted to the Municipal Board an *estimate* of the proposed construction of the hospital building.

Estimation=opinion; judgment. Mahatma Gandhi is held in high *estimation* by all politicians.

42. *Exceptional*= rare; unusual. Pandi Jawahar Lal is a man of *exceptional* abilities.

Exceptionable=objectionable. His speech was condemned as it was full of *exceptionable* remarks.

43. *Exposure*=being exposed to air. cold, etc., Protect the patient from *exposure* or he will catch cold.

Exposition=explanation. Tilak's *exposition* of the Bhagwat Gita is very fine.

44. *Famous*=(used in a good sense). Tulsidas is *famous* for his Ramayana.

Natorious=(used in a bad sense). He is a *notorious* robber.

45. *Freedom*=absence of restraint. Pt. Nehru is a lover of *freedom*.

Liberty=implies previous restraint. The prisoner was set at *liberty* by the king.

46. *Falsehood*=lying. His statement is full of *falsehood*.

Falseness=treachery. His servant's *falseness* brought about his arrest.

Falsity=the quality of being false. The *falsity* of the statement is evident on the face of it.

47. *Fruitful*=yield fruit. His efforts were *fruitful*. The mango tree in my garden is very *fruitful*.

Fertile=Floods make the land *fertile* (productive).

48. *Godly*=pious. Mahatma Gandhi leads a *godly* life.

Godlike=like God. Rama Tirtha was a *godlike* man.

49. *Get*=used generally. How much do you *get* from the gentlemen?

Obtain=to get by exertion. He *obtained* the M. A. degree by continuous efforts.

Acquire=to have and keep permanently. He has *acquired* knowledge.

50. *Hear*=I often *hear* him talk. I *hear* music somewhere.

Listen=*hear* attentively. I *listened* to what he said.

51. *Hope*=expect with desire. I *hope*. that he will finish the work.

Expect=denotes probability. I *expect* his arrival this evening.

Fear=alarm (emotion caused by impending evil). He is awfully weak; I *fear* he will fail.

Afraid=feeling of apprehension. I am *afraid* robbers will attack him.

52. *Humility*=modesty. Man is no better than a brute if he is not blessed with *humility*.

Humiliation=mortification; abasement. His *humiliation* was utmost when he was called a traitor in the presence of the friends.

53. *Human*=relating to man. All *human* beings are subject to death.

Humane=kind; generous. Gulab's *humane* treatment changed the heart of his enemy.

54. *House*=a building where one lives. I shall vacate this *house* before long.

Home=residence; native land. There is no place sweeter than *home*.

55. *Imaginary*=fancied; unreal. The Equator is an *imaginary* line round the world.

Imaginative=contemplative. Only those writers who possess *imaginative* faculties produce orginal works.

56. *Industrious*=diligent. There is nothing difficult in the world for an *industrious* man.

Industrial=relating to industry. Cawnpore is an *industrial* centre.

57. *Idle*=inactive; unoccupied in any useful work. *Idle* persons never prosper in life:

Lazy=indolent; indisposed to labour. Rich persons are often *lazy*.

58. *Judicial*=pertaining to justice. The government

is making *judicial* enquiries into the Cawnpore and Benares riots.

Judicious = prudent. Our Principal is a *judicious* man as he is fair to all.

59. *Limit* = boundary. Always joke within the *limits* of decency.

Limitation=restriction; limited condition or disability. There must be some *limitation* to the freedom given to boys and girls.

60. *Loath*=unwilling. Industrious persons are *loath* to accept money given in charity.

Loathe=to hate. All *loathe* a vain and showy person.

61. *Luxurious*=given to luxury. If you want to save money, give up *luxurious* living.

Luxuriant = rich in growth. Most of the tropical regions have *luxuriant* vegetation.

62. *Momentous* = very important. The third battle of Panipat was a *momentous* event in the history of India.

Momentary = lasting only a moment. Do not be led away by*momentary* pleasures.

63. *Oldest* = He is the *oldest* (has served longest) employee of the college.

He is the *oldest* (in age but not related) boy in the class.

Eldest = He is the *eldest* (in age and related) brother in the family.

64. *Part* = a division of a thing. A *part* of my income goes in charity.

Portion = a share. Everybody shall receive the due *portion*.

65. *Place* = to put. *Place* the book on the stool.

Keep=put for a long time. I *keep* my books in the box.

66. *Persecute* = harass. The Italians were *persecuting* the Ethiopians.

Prosecute = to institute legal proceedings. Persons trespassing the boundary will be *prosecuted*.

67. *Possible* = not contrary to natural condition. Is it *possible* to finish the work to day?

Probable=that may be expected to happen. It is *probable* that he may harm us.

68. *Popular*=liked by the people. Mr. Puttu Lal has become *popular* for his obliging nature.

Populous=full of people. Calcutta is a *populous* city.

69. *Practical*=that which is actual doing. The *practical* examination in Chemistry will take place tomorrow.

Practicable=that which can be done. To protect the weaker nations against the stronger is not *practicable* for the League of Nations as it is constituted.

70. *Proposal*=scheme put forward. My *proposal* for a picnic party was accepted by all.

Proposition=some statement placed before others; formal statement of a theorem of problem. Hari's *proposition* was lost by thirty votes. He has committed to memory all the *propositions* in geometry.

71. *Recent*=happened not long ago. In the *recent* riots at Cawnpore many innocent persons were stabbed to death.

Modern=of the present. Liberty and freedom are the common features of *modern* civilization.

72. *Receipt*=written acknowledgement. I have lost the railway *receipt*.

Reception=act of receiving a person or persons. My friend gave me a cordial *reception*.

73. *Rob*=to take away by force. He *robbed* me of the money I had.

Steal=to take away secretly. He *stole* the money I had.

74. *Recollect*=call to mind after some effort. Can you *recollect* his statement ?

Remember=call to mind with little or no effort. I *remember* what he told me the other day.

75. *Reverend*=worth of reverence, *Reverend* Sir, what can I do for you ?

Reverent=expressing reverence. He treated the old hermit in a *reverent* manner.

76. *Rare*=very little or very few. True gentlement are *rare* in the world.

Scarce=insufficient or scanty. Rice is *scarce* this year.

77. *Say*=to declare. What do you *say*, Mohan ?

Speak=to utter words in ordinary way. He *spoke* not a word. Keep quite; I will *speak* to him.

Talk=to converse. I will *talk* to Mr. Ghosh on the matter.

Tell=to communicate; to relate; to narrate. He *told* me the whole secret. '*Tell* me not in mournful numbers (that) life is but an empty dream.'

78. *Sanitary*=relating to health. Every householder must look after the *sanitary* arrangements of his house.

Sanatory=conducive to cure. The *sanatory* conditions of Kashmir are satisfactory.

79. *Sensible*=wise. My mother, though illterate, is *sensible*.

Sensitive=touch or quick to take offence. *Sensitive* persons are easily provoked.

80. *See*=implies no effort. I *see* a man passing on the road.

Look=implies effort. *Look* at that funny fellow.

Behold=observe; take notice. I *beheld* the snow-clad peaks of the Himalayas with great curiosity.

81. *Shade*=a place protected from the rays of the sun. The weary traveller sat in the *shade* of a tree.

Shadow=dark figure projected by a body that intercepts rays of light. Our *shadow* moves with us. In the evening trees cast long *shadows* on the ground.

82. *Signification*=meaning. Sometimes Indian students use idioms that have no *singification*.

Significance=importance. The Hindus attach much *significance* to conjugal rites.

83. *Sight*=faculty of vision; an object seen; scene. His *sight* is not good. The Himalayan regions offer a beautiful *sight* to the visitor.

Scenery=the natural features of a country or place. The *scenery* of Kashmir beggars description.

Scene=landscape; view; a place where an event or accident takes place. The Himalayan regions change their *scenes*.

N. B.—'Scene' is used in both the numbers, but 'scenery' is used only in the singular.

84. *Snow*=the light white flakes in which frozen vapour falls to earth. In the winter season almost all parts of the Himalayas are covered with *snow*.

Ice=frozen water. Snow is changed into *ice* during the winter season.

85. *Swim*=refers to animate things. I can *swim* across the Ganges.

Float=refers to inanimate things. A dead body *floats* on the surface of water.

86. *Solitude*=loneliness. Saints love *solitude*.

Solicitude= anxiety. I have a strong *solicitude* for the welfare of my son.

87. *Social*=relating to society. The presen government does not interf re in the performance of any *social* function.

Sociable=fond of mixing in society. My friend is very *sociable*.

88. *Spiritual*=pertaining to soul or spirit. *Spiritual* people are opposed to materialism.

Spirituous=alcoholic. All progressive countries are discouraging the use of *spirituous* drinks.

89. *Spacious*=roomy. My house is *spacious*.

Specious=seeming right. His statement is quite *spacious*.

90. *Stop*=halt. The train *stopped* at a small station.

Stay=live for a short duration. I prefer to *stay* here.

91. *Stratagem*=a device for deceiving the enemy; a clever plan. When the Chinese failed to overcome the Japanese, they resorted to *startagem*.

Strategy=military skill. The Germans are famous for their *strategy*.

92. *Tall*=used mostly for persons and trees. Shyam is *taller* than Govind. The palm is a *tall* tree.

High=used for things. The Himalayas are *high* mountains.

93. *Trade*=industrial calling; dealing in commodities for profit. What *trade* do you follow? He *trades* in rice.

Commerce=exchange of merchandise. Calcutta is a centre of *commerce*.

N. B.—Sometimes these two words are used one for the other; e. g , Cawnpore is a trade centre. Cawnpore is a commercial centre.

94. *Union*=act of uniting, *Union* is strength.

Unison=agreement of sounds. He sang in *unison* with the harmonium.

Unity=oneness. Hindu-Muslim *unity* is urgently needed for the well being of the country.

95. *Verbal*=word for word; pertaining to words. The new edition is a *verbal* copy of the old one. The lecture did not demonstrate anything practical, but only gave a *verbal* argument.

Oral=by word of mouth as opposed to writing. The *oral* examination in English will take place on the 14th.

96 *Womanly*=used in a good sense. My mother possesses all the *womanly* qualities.

Womanish=used in a bad sense. Young men of *womanish* temperament cannot face difficulties.

Distinction between Same Pairs of Words used differently.

Verb followed by Prep.	*Prep. followed by Verb (making a compound word)*
War **broke out** (appeared suddenly).	There was an **outbreak** (sudden appearance) of war.
Cast out (throw out, all rubbish.	Dadu was the son of an **outcast** (one rejected by society)
May I **come in** (enter)?	What is his **income** (gain) ?
A change **came over** (happened to) me after illness.	Babar **overcame** (got over) all difficulties.
I **cried out** (called aloud) for help.	There was an **outcry** (noise) as the house collapsed.
He **fell down** from the terrace.	The **downfall** (ruin) of the Rajputs was due to jealousy.
He **held up** (raised) his hand.	He **upheld** (approved) my decision.
I **kept up** (was awake) all night.	The **upkeep** (maintenance) of his family is expensive.
He **let out** (rented) his house to his friend	This room has no **outlet** (way out) for filt y air.
Do not **let out** (expose) family secrets.	
Lift up the log of wood.	The **uplift** (rise) of India is certain.
Look over (examine) the list.	He **overlooked** (neglected) his mistakes.
Put out (extinguish) the lamp.	The **output** (production) of this factory is poor.

Darkness has **set in** (begun).

He **set out** (started) on a voyage.

He has **set up** (established) as a lawyer.

He **started up** (was alarmed).

He **took over** charge of the work from his predecessor.

The teacher **turned out** the boy, He **turned out** (proved) a loafer. The factory **turns out** (produces) a hundred saddles per day.

The crown is **inset** (studded) with jewels.

He erred at the **outset** (beginning).

His failures **upset** (depressed) him.

Haidar Ali was an **upstart** (one risen suddenly from a low position)

The hound at last **overtook** (caught) the fox.

The **outturn** (output) of the factory is a hundred saddles per day.

Distinction of Similar Expressions

Go **to see**—become a sailor.

Go **to the sea**—go on a voyage.

Go **to school**—attend school for lessons.

Go **to the school**—for any other purpose.

Go **to market**—for purchases.

Go **to the market**—for any purpose.

To search a man—to examine his body and clothes.

To search for a man—to find out a man.

The poet and scholar—one person.

The poet and the scholar—two persons.

Work in hand—work in which engaged.

Work on hand—work not yet done.

At no time—never.

In no time—very soon.

In an hour—*after* an hour.

Within an hour—*before* the hour is over.

In the north—north but *inside*; *e. g.*, Lahore is *in* the north of India.

To the north—north but *outside e g.*, Kabul is *to* the north of India.

You work **hard**—diligently.

You **hardly** work—scarcely.

Little hope of success—*no* hope.

A little hope of success—some hope at least, I lost **the little** money I had—very little money *which I had*.

Few wicked persons prosper —*none.*	**A few** wicked persons may prosper—some at least.
Shot the bird—killed.	**Shot at the bird**—aimed.
Got to bed—Go to sleep.	**Go to the bed**—go to the place where the bed is.
Believe a man—believe his statement.	**Believe in a man**—have faith in his honesty.
Meet a man—by chance or knowingly.	**Meet with a man**—by chance.
Wait for a man—expect him.	**Wait upon a man**—serve him.

Different Parts of Speech taking a Preposition after them followed by Gerunds and not Infinitives.

1. Mohan is *addicted to drinking.*
2. Gopal *aims at passing* the examination in the first class.
3. I am *averse to* (*or from*) *telling* a lie.
4. I *abstain from drinking.*
5. He is *bent on doing* mischief.
6. He is *confident of finishing* the work.
7. He has no *chance of getting* through
8. Persons above twenty-two are *debarred from sitting* for the Civil Service Examinations.
9. He is *despaired of succeeding.*
10. He is *disqualified for holding* any post of responsibilty.
11. I *dissuaded* him *from accepting* any help.
12. He is *desirous of seeing* you.
13. She *excels in painting,*
14. You can have no *excuse for coming* late.
15. I am *fond of swimming.*
16. He is *afraid of falling* ill.
17. Nobody can *prevent* you *from coming* here.
18. He is *intent on completing* the work allotted to him.
19. Do not *insist on my coming.*
20. There is no *necessity of* (*or for*) *giving.*
21. The teacher *prevented the* boys *from making* a noise.
22. He *persisted in avoiding* the point.
23. You can have no *pretext for laying* your hands upon the poor girl.
24. I have a *passion for reading* novels.
25. An honest dealer *refrains from cheating* his customers.

Words followed by more than one Preposition, each with a different meaning.

1. Admit *of* a mistake, *to or into* a place.
2. Agree *with* a person, *to* a thing.
3. Affiliate *to* a university or board, *with* a party.
4. Answer *to* a person, *for* a post.
5. Apply *to* a person, *for* a post.
6. Arrive *at* a place, *in* a country.
7. Ask *of* or *from* a person, *for* a thing.
8. Attend *to* a duty or a speaker, *on* a person.
9. Angry *with* a person, *at* a thing.
10. Authority *on* a subject, *for* a statement.
11. Annoyed *with* a person *at* a thing.
12. Beg *of* a person, *for* a thing.
13. Blind *of* (or *in*) one eye, *to* faults.
14. Blush *at* praise, *for* a fault.
15. Break (cut off connection) *with* a person, *through* restraint, *into* a house.
16. Buy a thing *from* a shop *of* a person.
17. Born *in* a country, *of* parents.
18. Cause *for* anxiety, *of* trouble.
19. Compete *with* a person, *for* a thing.
20. Complain *against* a person, *of* a thing.
21. Concerned *at* (=affected by) the news; concerned *in* (=interested in) a business, concerned *for* (=anxious for) safety.
22. Condole *with* a person; *in* a mishap.
23. Confer (bestow) a title *on* a person, *with* (consult) a person.
24. Compare *with*=mention points of resemblance as well as difference between two things of the *same type*. Compare *to*=mention points of resemblance only between two *dissimilar* things.
25. Consist *of*—The poor man's food consists of black bread and salt only.
26. Consist *in*—Honesty *consists in* truthfulness.
27. Contend *with* (or *against*) a person, *for* (or *about*) a thing.
28. Correspond *with* (=write to) a person, *to* (=akin to) a thing.
29. Consult *with* a person, *on* some matter.
30. Deal *in* an article (for sale), *with* a person.

31. There is a great demand *for* books in the market.
32. He demands help *from* (or *of*) me.
33. Die *of* a disease, *from* some cause.
34. Differ *with* a person, *on* a point, *from* a thing.
35. Disappointed *with* a person, *in* an expectation.
36. Engaged *to* (=betrothed to) a girl; *in* (busy) some work.
37. Enquire *of* a person, *into* a matter.
38. Familiar *to* a person, *with* a subject.
39. Free *from* danger, *of* charge.
40. Guard *from* thieves, *against* temptations.
41. Influence (*n.*) *over* the people, *with* an officer, *on* character.
42. Part *from* a person, *with* a thing.
43. Possessed *of* wealth, *with* an idea.
44. Prepare *for* the worst *against* some danger (or trouble).
45. Quarrel *with* a person, *over* (or *about*) a thing.
46. Ready *for* sale *with* an explanation.
47. Reconciled *with* a person, *to* a loss.
48. Responsible *to* a person, *for* a thing.
49. Reason (*v*) *with* a person, *about* a thing.
50. Slow *at* Mathematics, *of* speech, *in* understanding.
51. Search *for* a thing, *into* a matter.
52. Sympathise *with* a person, *in* his adversity.
53. Suited *to* the occasion, *for* the post.
54. Succced *to* a property, *in* business.
55. Taste *of* (=experience) village life; Taste *for* (=liking) Mathematics.
56. Tired *with* (=exhausted) by hard work; Tired *of* (disgusted with) a person.
57. Think *of* (or *about*) a thing, *over* (=consider) a matter
58. Trust *in* God, *to* (depend upon) memory.
59. Ttade *with* a country, *in* some article.
60. Vengeance *for* a wrong, *on* a person.

Words followed by Appropriate Prepositions.

A

Abide by a rule,
Abound in (or *with*) fish.
Absent from the class.
Absorbed in reading.
Abstain from drinking.
Abundance of a thing.
Accede to a request.
Account for a fact.
Accountable to a person.
Accuse of a crime.
Access to a person or place.
Accustomed to talking to a foreigner.

Acquaintance with a person.
Acquit of theft.
Adhere to a decision.
Afflicted with malaria
Affection for a person.
Afraid of a tiger.
Agree with a person.
Aim at an ideal.
Allegiance to a person.
Alliance with a person.
Alternative to a thing.
Allot to a person.
Allude to an event.
Ambitious for a thing.
Amend for a wrong.
Approve of an action.
Anxiety for a thing.
Argue with a person.
Apology for some fault.
Appoint to a post.
Apply for a post.
Ashamed of one's conduct.
Assent to a proposal.
Assure of a thing.
Attend to a lesson.
Attain to a position.
Attend upon a man.
Attraction to (or *towards*) a person (or thing).
Avail of an opportunity.
Aversion from (or *to*) a thing.
Authority over a person.
Authority in a subject.
Aware of a matter

B

Beg a person, *for* a thing.
Begin with a thing.
Believe in one's honesty.
Belong to a person.
Bent on mischief.
Bestow on a person.
Beset with dangers.
Beware of cheating.
Boast of a thing.
Born of poor parents.
Bound for England.
Borrow of (or *from*) a person.
Burdened with work.

C

Candidate for a post.
Care for a person.
Caution against a danger.
Celebrated for a thing.
Charged with murder.
Cheat one *of* one's money.
Communicate news *to* a person.
Cling to a person (or thing).
Claim (noun) *on* a person, *to* a thing.
Comply with one's wishes.
Competent for a post.
Compensate for a loss.
Confident of success.
Cofidence in a man.
Congratulate a person *on* his success.
Concede to a request.
Condemn to death.
Conducive to health.
Conform with one's wishes.
Conscious of one's duty.
Consent to a proposal.
Contempt for a person.
Control (n) over a person.
Convicted of theft.
Covince one *of* fact.
Copy (v) from a book.
Count on a thing.
Cured of a disease.

D

Decide on something.
Defend from wrong.
Degraded from a position.
Deprive of a thing.

Depend on a person.
Desirous of doing a thing.
Destined for a thing.
Desist from an attempt.
Despair of success.
Devoid of quality.
Dispense with a thing.
Dissent from an opinion.
Dissuade one *from* a purpose.
Distinct from a thing.
Distinguish one thing *from* another.
Distinguish between two things.
Divide into parts.
Duty to the country.
Dwell upon a topic.

E

Eager for praise.
Eligible for a post.
Endowed with strong will.
Entitled to vote.
Envious of a man.
Enmity with a person.
Enlist in the army.
Entrust a person *with* a thing.
Entrust a thing *to* a person.
Escaped from the prison.
Exclude from a list.
Excel in an art.
Exchange a thing, *with a* person
Exchange for a thing.
Exception to a rule.
Excuse for a fault.
Expose to criticism.
Exempt from payment.
Equal to a task.
Essential to welfare.

F

Faith in a person.
Faithful to one's master.
Fail in on attempt.
False to one's promise.
Famous for honesty.
Fatal to one's cause.
Fearful of death.
Feed on a thing.
Fight with (or *against*) a person.
Fine for a crime.
Fit for some work.
Free from disease.
Furnish with clothes.

G

Gifted with an art.
Good at a subject
Glory in success.
Grateful to a person, *for* a thing.
Grief at death.
Greedy of money.
Guilty of a crime.
Guard against a danger.
Guess at something.

H

Hanker after riches.
Happen to a person.
Hatred of (or *for*) a person.
Healed of a disease.
Hear of a thing.
Heir to ancestral property.
Hide from a person.
Hint at a point.
Honest in one's dealings.
Hopeful of success.
Hope for success.
Hostile to a person.
Hunger after fame.

I

Ignorant of a matter.
Impose on a person.
Impress on a person.

Indebted to a person *for* a thing.
Indulge in a vice.
Inferior to a person or thing.
Inform a person *of* a thing.
Innocent of a crime.
Infer one thing *from* another.
Insist on a thing.
Intimate with a person.
Inflict punishment *on* a person.
Impertinent to elders
Indignant with a person.
Introduce one man *to* another.
Indifferent to ease (or trouble).
Insight into a thing.
Interest in a subject.
Interview (n.) *with* a person.
Insensible to danger.
Invite to a dinner.

J

Jealous of a person.
Joy in success.
Junior to a person.

K

Keep to the point.
Kind to the poor.
Knock at the door.
Known to a person
Key to success.

L

Lame of (or *in*) one leg.
Laugh at a person (*or* thing).
Leisure for doing a thing.
Lean against a wall.
Lecture on a subject.
Liable to error.
Liable for debt.
Listen to a speech or person.
Limit (*n.*) *to* a thing.
Long for (or *after*) a thing.
Loyal to the king.

M

Married to a girl.
Mad with anger.
Made of a thing.
Match for a person.
Moved to tears.
Malice against a person.
Mourn for the dead.
Motive for an action.
Mindful of one's health.
Murmur at (or *against*) a thing.
Muse upon a subject.

N

Natural to a person (or a thing).
Need (*n.*) *for* help.
(*In*) *need of* help.
Necessity for anything.
Necessary to welfare.
Neglectful of one's duty.
Negligent for drinking.

O

Obedient to master.
Obejection to laughing.
Opposite to a thing.
Overcome with sleep.
Overwhelmed with sorrow.
Obliged to a person *for his* kindness.
Occur to one's mind.
Occupied with some word.
Open to correction.
To be offended with a person *at* his insolence.
Offend against good taste.
Opportunity for action.
Opposition to a person (or proposal).

P

Painful to a person.
Partial to a person.

Partake of food.
Passion for study.
Pay for one's fault.
Penetrate into the inner meaning.
Peculiar to a person (or thing).
Perish with hunger.
Perish by the sword.
Persevere in and effort.
Persist in doing.
Pine for the beloved.
Pity for the poor.
Polite in one's behaviour to a person.
Play at cards.
Play upon the violin.
Pleased with a person.
Plot against a man.
Point at a person (or thing).
Popular with a person.
Ponder on (or *over*) a subject.
Pray to God *for* success.
Preference for a thing.
Prefer resignation *to* insult.
Precaution against a thing.
Preface to a book,
Preserve from injury.
Preside at (or *over*) a meeting.
Previous to an event.
Prevail on a person.
Prevent from talking.
Pride on a thing.
Proud of a thing.
Profitable to a person.
Prohibit from doing.
Prompt in doing a thing.
Proper for a person.
Protect from harm.
Protest against injustice.
Provide oneself *with* something.
Pry into a secret.

Q

Qualify for a post.
Quarrel with a person *over* a thing.
Quick of undertanding.
Quote from a book (or authority).

R

Rebel against authority.
Ready for sale.
Reason with a person *about* somthing.
Reconcile oneself *to* his lot.
Reconciled with each other.
Recover from illness.
Regard for a person.
Regard to a thing.
Reduce to poverty.
Refer to a subject.
Reference to an application.
Rfrain from cruelty.
Rejoice at a thing.
Require something *of* a person
Repent of a mistake.
*Reply to*a letter.
Reputation for honesty.
Responssible to a person *for* a thing.
Respect for a man.
Respectful to a person.
Reward for a thing.
Revenge on a persnn *for* an injury.
Revolt against anuthority.
(To get) rid of a person (or thing.)
Rob one of a thing.
Rule over a country.

S

Sacred to a cause.
Satisfied with a thing.
Save from harm.

Search for a thing.
(In) secarch of a thing.
Seek after (or *for*) pleasure.
Send for a tailor.
Sentence to punishment.
Sensible of danger.
Short of money.
Shocked at a loss.
Similar to a thing (or person)
Sick of waiting
Side with a person.
Sorry for a loss.
Start for place.
Stare at a person.
Stick to a point
Studded with jewels.
Stoop to wickedness.
Subscribe to a paper (or fund).
Succeed to the throne, *in* the test.
Sure of a fact.
Superior to a person or thing.
Supply a thing *to* a person.
Supply a person *with* a thing.
Suspicious of a person.
Spmathy with (or *for*) a person *in* distress.
Surrender to an enemy.
Sufficient for the needs.
Suited to an occasion.

T

Talk to a person.
Talk of [or *about*] and event.
Talk over [discuss] a topic.
Think of [or *about*] a thing.
Threaten with punishment.
Tired of a thing not to one's taste.
Treat of a subject.
Tremble with feat.
Triumph over difficulties.
Troublesome to a person.

U

Useful to a person, *for* a purpose.

V

Vain of onc's wealth.
Venture upon an undertaking.
Victim of cholera.
Victory over troubles.
Vote for a person, *on* a resolution.

W

Want of money.
Warn one *of* danger.
Wish for a thing.
Worthy of a reward.
Wonder at a thing.
Wait for a thing (or person.)
Wait on a person (serve).
Wanting in wisdom.
Welcome to a place.
Wrestle wiih a place.

Y

Yield to an enemy.

Z

Zeal for a mission.
Zealous for fame.

EXERCISE : *Illustrate the above in complete sentences.*

Insert appropriate preposition in the blank spaces below :—

Ex. 1. That man died——fever. I feel great sympathy ——him; but I cannot sympathise——him openly. It is difficult to ccnvice him——his error. I rejected——his

success. He promised to abide——his contract. He was weary——the work. I was startled——my sleep——a loud sound.

(Rajputana Board, 1932)

Ex. 2. We must provide——our children——evil days He complained——his mother——his teacher. He intruded ——my house and——my leisure. I enquired——him—— that matter. You must rely——what I say and confide—— his honesty. The teacher was angry——the boy for not listening——his advice.

(Rajputana Board, 1933).

Ex 3. Tell him to go——his business. The rates entered the hole one——one. I do not know his name, but I know him——sight. I had lost all hope——his visiting me, when he suddenly looked in——the door. The dog ran——side ——side of the road.

(Punjab University)

Ex. 4. An Englishman must keep faith——them, and pay them fairly——their lands. Watt's steam-engine came to be used all——the world. She went——the nurses——their rounds in the hospital. "I am now made a man——life," said young Stephenson. She was struck——sudden fever. John was afraid that her father would interfere——her mission, and prevent her——going. She won——dint——faith and courage.

(Punjab University)

Ex. 5. He always adheres—his convictions. The boy, it appears, is weak—understanding and wanting——common sense. Hari was ambitious——renown. I caught him—— the neck. Rama was alarmed——the turn the events had taken. I am very annoyed——him; he is not sensible of his difficulties.

(Punjab University)

Ex. 6. Who will agree——your mad proposal ? He divided the fruit——the three children——the jewels, he had eighty dollars in money. Sham was openly accused——theft. He fell——the roof. The leopard differs——the lion. He invited everyone to tea——hers. I am staying——the Big. Tree Inn.

(Punjab University).

Ex. 7. The river——which I went——my brother abouds ——fish; we took a boat and rowed——the stream——the

opposite bank where our mother was standing——the expectation——our arrival. She took us——her arms rather eagerly and asked us never to cross a river——such inclement weather.

(Calcutta University)

Ex. 8. This is an exception——the usual rule. I hope, therefore, you will make an exception——my son's case, and show some forbearance——his inexperience. It is better even to be blind——an eye, than to be blind——one's own faults. He is accountable—his master——the money. He rejoiced——his success, and exulted——his fallen rival.

(Calcutta University)

Ex. 9. Why do you quarrel—me—trifles? You comply—my request. The Principal subscribed a large sum——the Flood Relief Fund. I abstain——liquor. Rama was married——Sita. He is true——his master. Austria yielded——Herr Hitler. I am despaired——success. The rich supplied the poor——food and clothing. Do not prove false——your friend.

Ex. 10. Great persons are sometimes born——humble parents. My views do not accord——yours. You are deficient——worldly wisdom. Smoking is injurious——health Cheerfulness is conducive——health. Mohan is innocent——the crime. He is prompt——giving a reply. Rescue the man——danger. Good parents are never indulgent——their children. Morning walk is beneficial——health.

Ex. 11, He is very fond——swimming. Gopi aims——finishing the work before long. India trades——Africa——cloth. Think——the matter and tell me your decision. The teacher was angry——his behaviour. He is addicted——drinking. He prevailed——me to help the boy. He was ashamed——his conduct. One should rely——one's own resources. He exchanged his books——a dictionary. Mahatma Gandhi is indifferent——his own interests.

Ex. 12. Cheerfulness is essential——prosperity. Only qualified persons are eligible——Government posts. Negligence results——failure. I am afraid——the tiger. None can hinder me——doing this work. The Principal prevented the boys——making a noise. I am annoyed——you——your behaviour. She blushed——the mistakes she had made. Gopal bought the pen——Moti. I condole——my friend——

his bereavement. Triveni competed——Suresh——the scholarship.

Ex. 13. I voted——Mr. Ramesh when he stood for the Council election. He is confident——success. He waited ——me at the railway station. I wish—your success. Do not insist—my coming. There is a great demand——sugar in the market. Better get reconciled——him. I made a search—— the book but could not find it. Stand——your brother in need. The boy was engaged——his daughter. I cannot part—— my claims.

Ex. 14. Why are you envious——your brother? Get yourself enlisted——the army. He was admitted——the class. The boy was acquitted——the crime. The English made an alliance——the French. He assured me——his honesty. My teacher is pleased——me. He is notorious—— cheating. My old father is slow——hearing. I started—— Lucknow. He arrived——Bombay:

Ex. 15. You should not be vain——your knowledge. An honest man is beset——difficulties at every step. Do not do anything detrimental——your progress. He is debarred—— appearing at the examination. He scoffed——my suggestion. This is not applicable——my case. Some officers often connive——the shortcomings of their subordinates. Resignation is preferable——disgrace. Honesty rests ——good conduct. Cows feed——grass. Tigers abound——the Tarai. The plains are infested——wolves.

Ex. 16. Weak persons are not capable——hard work. I am weak——science. Govind excels——singing. Competition is a good incentive——progress. Many aspire——greatness, but a few attain it. He works contrary——my advice. Mahatma Gandhi is endowed——a strong will. The Peacock Throne was studded——jewels. I am sorry——the death of your son.

Ex. 17. Use the following words with appropriate prepositions in sentences of your own composition:—

Resolve, encroach, delight, sue, dream, aware, associated, protect, attend, famous, devoid, gifted, satisfied, obedient, indebted, devoted, descent, deaf, entitled, equal, key, charge, intimacy, match, surety, craving, want, objection, preface, due, loyal, prove, honest, recover, useful, informed, conscious, proud, celebrated, busy, elict, submit, cope, popular, sensitive correct, vie, versed.

Ex 18. (1) The words given below are followed by two prepositions. Use each in separate sentences to illustrate its meaning:—

Die of *and* from; differ with *and* on; inquire into *and* of; result from *and* in; ready for *and* with; possessed of *and* with; consist of *and* in: consult with *and* on; attend to *and* on.

(2) Frame sentences to illustrate the uses of:—

Disqualified for, fortunate in, assent to, eager for, pretext for, refrain from, intent on, necessity of, passion for, entrust with, furnish with, good at, prevent from.

CHAPTER II

STUDY IN PHRASES AND INDIOMS

(Aids to Compositions)

Idiomatic Phrases that begin and end with a preposition

At

1. **At home in.** Krishna Kumar is *at home in* (well versed in) Sanskrit.
2. **At enmity with.** Saints are not *at enmity with* (having hostile relations with) any person.
3. **At the head of.** The school *clerk* is *at the head of* (supervises the work of) the menial staff.
4. **At the top of.** (i) Govind is *at the top of* (occupies the first position among) the successful candidates.

   (ii) Do not speak *at the top of* your voice (very loudly).
5. **At the risk of** Brave people save the lives of others *at the risk of* their own (endangering their lives).
6. **At the mercy of.** The prisoner is *at the mercy of* (his fate depends upon) the gaoler.
7. **At the conclusion of.** Betel leaves are distributed *at the conclusion of* (at the end of) an Indian dinner.
8. **At variance with.** The two brothers are *at variance with* (in a state of discord with) each other.
9. **At the cost of.** Greedy persons try to get money even *at the cost of* honour (losing self-respect).
10. **At the helm of.** He is *at the helm of* affairs(managing the affairs).

By

1. **By dint of.** He passed the High School Examination *by dint of* (by virtue of) hard work.

2. **Because of.** He failed in the examination *because of* (on account of) bad health.

3. **By force of.** He got the appointment *by force of* (by means of) strong recommendations.

4. **By the side of.** He always sits *by the side of* (near) his friend.

5. **By means of.** Honest persons rise *by means of* (by dint of) their character.

6 **By virtue of.** Mahatma Gandhi has established his fame *by virtue of* piety and self-sacrifice.

7. **By way of.** I took away your pen *by way of* (in) joke.

8. **By reason of.** He could not turn up *by reason of* (because of) his wife's illness.

For

1. **For the sake of.** He resigned his post *for the sake of* honour.

2. **For want of.** I cannot educate my children *for want of* (for lack of) money.

3. **For the purpose of** I shall go to Lucknow *for the purpose of* (with a view to) joining the marriage ceremony of my brother.

4. **For fear of.** The boy ran away *for fear of* being punished.

5. **For the life of me.** I cannot do it *for the life of* me (even at the risk of my life)

In

1. **In case of.** You will get the scholarship *in case of* (in the event of) his failure.

2. **In honour of.** The school was closed for two days *in honour of* (as a mark of respect) the Inspector's visit.

3. **In accordance with.** You can please everybody if you work *in accordance with* (according to) his wishes.

4. **In spite of.** *In spite of* (notwithstanding) constant warning he did not mend his ways.

5. **In course of.** All things will come to their natural state *in course of* time (in due time).

6. **In quest of** Hunters walk about the forest *in quest of* (in search of) game.

7. **In point of** Narayan is senior to me *in point of* (in the matter of) experience.

8. **In the heart of.** The Railway Station is situated *in the heart of* the city (in the centre of the city.)

9. **In order to.** He came to me *in order to* (with a view to) secure my help.

10. **In front of.** The angry mob stood *in front of* (before) the building.

11. **In opposition to.** If you want to prosper, do not act *in opposition to* (contrary to) your parents' wishes.

12. **In consideration of.** *In consideration of* (taking into account) his past services, he was re-elected the President of the Board.

13. **In respect of.** *In respect of* qualifications Mohan is my equal.

14. **In regard to.** Do you want to say anything *in regard to* (concerning) his character?

15. **In the guise of.** Nowadays many rogues walk about *in the guise of* (in the assumed appearance of) mendicants.

16. **In favour of.** Some Englishmen are *in favour of* (for) giving Swaraj to India.

17. **In the absence of.** The Vice-President works *in the absence of* the President.

18. **In the light of.** *In the light of* (on the basis of) the above passage write an essay on 'Honesty.'

19. **In defence of.** Do you want to say anything *in defence of* (in support of) your claim?

20. **In connection with.** Moti has gone to Calcutta *in connection with* some private business.

21. **In sight of.** When I came *in sight of* the mango grove, I thought that the village was not far off.

22. **In view of** *In view of* (taking into consideration) the present circumstances, the situation is improving.

23. **In proportion to.** He gets a very low salary *in proportion to* (as compared to) his work and qualifications.

24. **In ignorance of.** I promised to vote for him *in ignorance of* (not knowing) the fact that you were also a candidate.

25. **In defiance of.** The strikers did not resume their duties *in defiance of* (setting at naught) all authority.

26. **In exchange for.** You shall get money *in exchange for* (in return for) your services.

27. **In unison with.** The contract was renewed *in unison with* (in agreement with) the previous terms.

28. **In lieu of.** Mr. Verma is working *in lieu of* (in the place of) Mr. Sharma.

On

1. **On account of.** The attendance was poor *on account of* riots.

2. **On the point of.** The poor traveller was *on the point of* being (was about to be) murdered by the robbers when the police guard arrived.

3. **On the part of.** There was no mistake *on the part of* the tenant (as far as the tenant was concerned).

4. **On the brink of.** The Merchant was *on the brink of* (on the verge of) insolvency.

5. **On behalf of.** The Principal thanked the speaker *on behalf of* (as a representative of) the members of the staff.

6. **On the ground of.** Peasants are exempted from any taxation *on the ground of* (on the basis of) their poverty.

With

1. **With reference to.** *With reference to* (regarding) his application of January 5, 1940, he is informed that there is no vacancy in his office.

2. **With a view to.** I go for a walk *with a view to* (with the intention of) improving my health.

Idiomatic Uses of Verbs

Act

1. Strong acids *act on* (produce effect) metals.
2. The *acted up to* (according to) his expectations.
3. The Governor is *acting upon* (on the lines of) the Viceroy's instructions.

Break

1. Terrible cholera *broke out* (appeared suddenly) at Benares. The first Great War *broke out* in 1914. A fire *broke out* in the village

2. All were silent. Gopal *broke* the ice (began to talk after a long silence).

3. Do not *break off* (stop) in the middle of your statement.

4. The poor boy was *broken down* (overwhelmed) with grief at his failure.

5. A thief *broke into* (entered forcibly) my house last night.

6. The death of his son *broke his heart* (shocked him greatly).

7. Kamla *broke with* (quarrelled with) Narayan on a trifling matter.

8. A gentleman will never *break his word* (violate his promise).

9. He *broke open* (opened by force) my box.

10. I have *broken off* (put an end to) all connections with Ramesh.

11. He *broke the news* (gave unpleasant information) of the death of my grandfather.

Blow

1. None like a person who *blows his own trumpet* (boasts).

2. How can I love one who *blows hot and cold* in the same breath (is for and against at the same time)?

3. *Blow out* the lamp (extinguish).

4. A match-stick is enough to *blow up* (explode) a petrol tank.

Bear

1. You should *bear in mind* (remember) that if you do not work hard, you will fail in the examination.

3. One can overcome all troubles if he has strength enough to *bear up* (keep up spirits).

3. A sincere man should *bear with* (tolerate) his friend's short-comings.

4. His statement *bears out* (supports) the truth of the matter.

5. Sangram Singh had to *bear the burnt of* (to resist the main shock of) Babar's wrath.

Beat

1. Do not *beat about the bush* (speak in a round about manner), but speak direcly.

2. The Mahrattas were *beaten hollow*(defeated completely) in the fourth Mahratta War.

Bring

1. The teacher has *brought about* (effected) a great change in his student.

2 The German forces were *brought to pay* (compelled to face the enemy).

3. He was *brought to book* (called to account) by the manager for neglecting his duties.

4. The secret of the Gun Powder Plot was *brought to light* (made public) by one of the conspirators.

5. Hamid's parents were dead, so his uncle *brought him up* (reared).

6. The revised edition of the book will be *brought out* (published) next year.

7. The medicine soon *brought him round* (caused him to recover).

8. The witness could not *bring to mind* (recall) all that had happened.

9. A good teacher *brings home* (explains thoroughly) to his students all that he teaches.

Call

1. When I *called at* (visited) his house, he gave me a warm reception.

2. Please *call on* (come and see) me at my residence.

3. The warden *called* the students *to account* (demanded an explanation from) for their misconduct.

4. Krishna was *calling* Abdul *names* (abusing).

5. I cannot *call to mind* (recollect) what you told me the other day.

6. The master *called for* (demanded) an explanation from the servant.

7. Sin *calls down* God's anger (invites or brings down).

8. The landlady *calls in question* (doubts) the honesty of the tenant who has always been truthful.

Carry

1. I shall *carry out* (execute) your orders.

2. Ganga *carried on* (continued) his studies even after his failure.

3. When an epidemic breaks out in a district, thousands of people are *carried off* (killed) by it.

4. Your opinion *carries no weight* (has no force).

5. To give money to the rich is to *carry coals to Newcastle* (to do an unnecessary or superfluous thing).

6. Our college team *carried the day* (won the match).

7. The resolution *was carried* (passed).

8. His industry and honesty *carried him through* (enabled him to overcome) all difficulties.

Cast

1. You seem awfully *cast down* (dejected).
2. Do not *cast away* (waste) money.
3. His friends have *cast him off* (discarded him).
4. The ship, having entered the harbour, forthwith *cast anchor* (let fall the anchor).
5. He has gladly *cast in his lot* with mine (shared my fortunes).
6. Let us *cast lots* for the money we have found (decide by lot whose money it shall be).

Come

1. How did this sad event *come about* (happened)?
2. Have you ever *come across* (met) such a noble soul?
3. How did he *come by* (get) this gold coin?
4. When does the conference *come off* (take place) ?
5. How many students will *come out successful* (pass) this year ?
6. Pt. Jawaharlal Nehru *comes of* (was born in) a respectable family.
7. When Dalip *comes of age* (attains majority), he can inherit the property of his deceased father.
8. The two rivals at last *came to blows* (began to fight).
9. Things *came to such a pass* (so happened) that every passer-by began to mock at the poor old man
10. Persons, who spend more than they earn, always *come to grief* (meet with disaster ; utterly fail in life).
11. The murder of the mill-clerk *came to light* (became public) after two days.
12. This year the harvest *has come up to* (has been according to) our expectation.
13. The boy fell down from the balcony and *did* not *come to* senses (recover consciousness) for a day.
14. The new time-table will *come into force* (take effect) from Monday next.
15. I am sure he will *come off with flying colours* (get brilliant success).
16. He took a long time *to come upon* (hit upon) the right solution.

Cry

1. The peasants are *crying against* (protesting against) the injustice done to them by the landlords.

2. Some persons are in the habit of *crying wolf* (giving a false alarm) without any cause.

3. Why all this *hue and cry* (loud clamour) for nothing?

4. Peasants *cry out* (clamour) for help in times of famine.

Cut

1. The new teacher *cut a very sorry figure* (fared miserably) and the boys laughed in their sleeves.

2. Times are hard; we must *cut down* (reduce) our expenses.

3. Mr. Bhagat Singh was *cut off* (died) in his youth.

4. No doubt he works very hard, but *cuts no ice* (achieves little).

5. The way you treated me was an *unkind cut* (cruel blow) indeed.

6. My little baby is *cutting teeth* (the teeth are appearing).

7. Mahatma Gandhi wants to *cut the Gordian knot* (solve by a bold step) of Hindu-Muslim disunion by letting the Muslims have all they want.

8 Your bitter remarks *cut me to the quick* (wounded my feelings).

9. *Cut your coat according to your cloth* (adapt yourself to circumstances).

Do

1. So much food *will do* (will be enough).

2. Lord William Bentinck *did away with* (abolished) the Sati system.

3. You should *do full justice* to your meals (eat to your fill).

4. I cannot *do without* (dispense with) my present subordinates.

5. I am grateful to my friend for *doing me a good turn* (doing me a favour)

6. The man hit his enemy on the head and thus he was *done to death* (killed).

Draw

1. The summer vacation is *drawing near* (approaching).

2. I *draw* (call) your *attention* to my poor condition.

3. I *draw* (get) a poor salary.

4. The winter is *drawing* (coming) *to an end.*

5. We played *a drawn match* (a match which no side won).

6. They *drew lots* (cats lots) and decided the matter.
7. He has been asked *to draw up* (to compose) the petition.

Fall

. Romeo *fell in love with* (become enamoured of) Juliet.
2. Money has *fallen short* (has become deficient) of the estimate.
3. He is not to be relied upon as he often *falls out* (quarrels) with his own friends.
4. The rebels *fell back* (retreated) to a place of safety.
5. His advice *fell flat* (produced no effect) upon his own sons.
6. As nobody supported him. his resolution *fell through* (came to nothing).
7. This measure of the government *falls in with* (agrees with) popular opinion.
8. The attendance of the school has *fallen off* (diminished). The friends do not *fall off* (desert) in adversity.
9. His only son *fell a prey* (fell a victim) to cholera.
10. All my efforts to convince him *fell to the ground* (came to nothing).
11. The tiger sitting in ambush *fell upon* (attacked) the deer.

Get

1. How is he *getting on* (progressing) with his work ?
2. Shanti *got ahead of* (went beyond) her brother in studies.
3. *Get* this poem *by heart* (commit to memory)
4. I have *got over* (overcome) my difficulties.
5. The book was *got up* (printed and bound) in an attractive style.
6. I want to *get rid of* (free myself from) my idiotic servant.
7 He entrapped a deer, but it *got loss* (escaped).
8. *Get* him *round* (persuade) to accept your views.
9. Mohon does not understand his lesson, but *gets it by rote* (learns it by heart).
10 He hopes to *get through* (pass) the examination.
11. He is so punctual and orderly in his habits that he *gets through* (accomplishes) more work than most men in the same office.

Give

1. Narayan being a man of word will not *give way* or *give in* (yield). The beam *gave way* (broke) and the roof came down.

2. The Austrians *gave* themselves *up* (surrendered) to the Germans. Why has Mohan's uncle *given up* (resigned) his post ?

3. He has *given up* (ceased) smoking altogether. He *gave up the ghost* (died) last night.

4. The chaukidar *gave out* (anuounced) that the chief had run away. The rose bush *gives out* (emits) sweet fragrance.

5. People will laugh at you if you if you *give* yourself airs (boast).

6. The misbehaviour of the officer *gave rise to* (resulted in) a general discontent among his staff.

7. He was so terribly shocked that he *gave vent to* (expressed) his feelings by a loud shriek.

8. How is it that your actions *give the lie to* (contradict) your statement ?

9. He is *given to* (addicted to) smoking.

10. The robber has *given the slip* (escaped from) to the police.

Go

1. It is simply *going on a fool's errand* (attempting a useless thing) to advise a wicked person to mend his ways.

2. It is *going hard with* me (giving me much trouble) these days.

3. *Go with the times* (act according to the] circumstances), or you will come to grief.

4. It *goes without saying* (is an admitted fact) that India will win 'swaraj' in the near future.

5. It is very hard to pull on with his income as the prices have *gone up* (increased).

6. A sincere man *goes through fire and water* (faces any risk in order to accomplish his purpose) for his friend.

7. It *goes against my grain* (causes me vexation) to see any injustice done.

8, I will *go in for* the Civil Service Examination (enter as a competitor), Do not *go in for* (try to get) luxurious things unless your means allow you to do so.

9. The indolent must *go to the wall* (be pushed aside).

Hold

1. If you love me, *hold* not *off*.—Shakespears (keep at a distance).

2. It is quite indecent to ask a person to *hold his tongue* (keep quiet).

3, The Spanish Republicans were determined to *hold out* (offer resistance) on the last.

4. This rule *holds good* (applies) everywhere.

5. The High Schoo Examination has been *held over* (postponed) till Monday next.

6. Honest men *hold fast* (adhere firmly) to their principles.

Keep

1. I try to *keep up* (maintain) the reputation of my house.

2. We *kept on* (continued) laughing and talking for hours.

3. My friend does not *keep back* (conceal) anything from me.

4. Always *keep off* (remain at a distance from) wicked people. Habits of cleanliness very much help one in *keeping off* (averting) sickness and disease.

5. You walk so fast that I cannot *keep pace with* you (walk as fast as you).

6. With his small income it is very difficult for him to *keep body and soul togeher* (maintain existence).

7. *I kept away from* (was absent from) school for three days.

8. A man of business *keeps an eye on* (watches carefully) his subordinates.

9. To keep my knowledge uptodate I *keep in touch with* (have uptodate information concerning) men of letters.

10 My friend advised my younger brother to *keep company with* (associate with) the wise and good.

11. My wife *keeps house* (manages the affairs of the house) for me.

Lay

1. You should *lay by* (reserve) some money for future needs.

2. He *laid out* (invested) all his capital in building a house.

3. It is not good on your part *to lay bare* (expose) all my secrets.

4, He is *laid up* (confined to bed) with typhoid fever.

5. Akbar *laid siege to* (besieged) Ahmednagar.

6. The Austrians *laid down* (surrendered) their arms and acknowdged Herr Hitler as Director.

7. The rebels *laid waste* (destroyed) all the beautiful buildings in Spain.

8. If you want to save your soul, *lay aside* (put away) all craving for worldly glory.

Look

1. *Look sharp* (hurry up); time is passing.

2. I don't want to talk to him, as he *looks down upon* (despises) me.

3. He is *looking for* (searching for)a job.

4. He *looked up* (consulted) a word in the dictionary.

5. Why don't you *look after* (take care of) your family ?

6. Prabhu *looks on* (regards) me as his father.

7. *Look to* (take care of) your business

8. He shall *look into* (investigate) the matter and tell you the truth.

9. *Look* difficulties *in the face* (face boldly).

10. When the teacher puts a question to Raza, he *looks blank* (has a stupid or confused look).

Make

1. Do not *make game of* (mock at) the old man.

2. He promises *to make amends for* (compensate) the loss done to you.

3. The Principal *made over* (handed over) the charge to the Vice-Principal.

4. I have *made up my mind* (determined) to make a thorough study of Sanskrit. He is trying to *make up* (make good) his deficiency in English.

5. It is very difficult for an ordinary clerk to *make both ends meet* (to earn enough to meet his expenses).

6. The servants *made away with* (removed in an under hand manner) everything that came their way.

7. The magistrate released the culprit when the latter had *made* a *clean breast of* (confessed fully) his crime.

8. He is not worthy of trust as he *makes a mountain of a mole-hill* (exaggerates matters).

9. Why do you *make a fuss* (raise a hue and cry) of the matter ?

10. The ship being in danger *made for* (moved towards) the harbour.

11. A thief broke into his house and *made off with* (ran away with) all his cash.

12. *Make it a point* (consider it important) to go through some physical exercise every day.

1 . Rafq and Ahmed have *made up their quarrel* (brought about a reconciliation).

14. The magistrate *made straight for* (went towards) the house where a murder had taken place.

15 Do not *make light of* (treat with indifference) the advice of your parents and teachers.

16. It *makes my blood boil* (rouses indignation) when you insult me in the presence of my colleagues.

17. Do not *make a mess* (make matters worse) of the whole thing.

Play

1. Sohan *played* his friend *false* (deceived).
2. It is not fair to *play a double game* (act with duplicity).
3. Do not *play into the hands of* ambitious persons (be guided by).
4. He is so alert that Ram cannot *play a trick upon* him (deceive him).
5. It is not fair *to play fast and loose* (to say one thing and do another).
6. Villagers are fond of *playing at* cards (the game).

Pass

1. Great men *pass through* (undergo) many difficulties.
2. Mr. Dass *passes for* a learned professor (is regarded as).
3. His uncle *passed away* (expired) last night.

Pick

1. Do not *pick a quarrel* (fight) with your friends.
2. It is unfair *to pick holes in one's coat* (find fault with one).

Put

1. The examination was put off (postponed) till next week. Put off [take off] your cap.
2. I will *put down on paper* (reduce to writing) what you tell me. Henry VII *put down* (subduced) the rebel nobles with a firm hand.
3. Please *put out* (extinguish) the candle.

4. He cannot *put up with* (tolerate) this behaviour of yours.

5. I do not want *to put* you *to* (cause) any inconvenience.

6. Where do you *put up* (stay) at Mussoorie ?

7. The ship *was put to sea* (set sail).

8. The resolution was *put to vote* (votes were taken on it) and carried.

9. You should *put in practice* (act upon) the advice of your elders.

10. He was *put to shame* (ashamed) for his behaviour.

11. Almost everybody is *putting a spoke* in my wheel (causing obstruction).

12. The Japanese *put* the Chinese *to flight* (made them run away) in several engagements.

13. The cruel man *put* his brother *to death* (killed).

14. I shall *put an end to* (stop) all your troubles.

15. A gang of robbers *put* the rich man *to the sword* (killed.)

16. I cannot *put in a word for* (recommend) you.

17. All this property was *put to auction* (sold by auction).

18. Be careful *to put the saddle on the right horse* (to lay blame on those who deserve it).

19. One's sincerity is *put to the proof* (tested) only in trouble.

Run

1. The year *runs out* (ends) in December.

2. A goat was *run over* by the train (crushed underneath). The boiling milk *run over* (overflew) the vessel.

3. These days I am *running into debt* (incurring debt).

4. Indian farmers generally *run short of* (are without) *money* when they need it most.

5. Do not *run the risk* of (incur the danger of) getting into a train in motion.

6. You are *run down* (reduced). In his recent speech he *ran down* (disparaged) his opponent.

7. The company is *running* (managing) a big mill.

8. Children *run riot* (get out of control) if they are not kept busy in the class.

9. Mercy *runs in the blood of* (is natural to) gentlemen.

Set

1. The bracelet is *set with* (studded with) pearls, diamonds and rubies.

2. English *set up* (established) a factory at Surat.

3. When will you *set about* (begin; apply yourself to) your work?

4. The rainy season has *set in* (commenced).

5. Tomorrow I shall *set out* (start) for Benares.

6. You should *set apart* (reserve) some money for the marriage of your daughter

7. Some one has *see fire* to the barn.

8 You should not *set* the advice of your friends *at naught* (disregard).

9. The Kakori prisoners have been *set free* (set at liberty; released).

10. On his way back the poor fellow was *set on* (attacked) by his enemies.

11. Wicked people always *set* simple persons *by the ear* (incite them to quarrel).

12. When the lady heard the sweet words of her husband, her heart was *set at ease* (comforted).

13 The President *set aside* (rejected or annulled) the decision of the committee.

14 He has enough money and support *to set* him *up* (establish) in trade.

See

1 I went to the station *to see* my brother-in-law *off* (to bid farewell).

2. I *see to* (attend to) the business of my father in his absence.

3. I will *see into* (reflect on) things carefully and then let you know the result.

Speak

1. His sincerity in these affairs *speaks volumes* of his character (speaks much in favour of).

2. *Speak out* (express your opinion freely ; assert boldly) what you feel.

3. He came here the other day and *spoke his mind* (said frankly what he thought) to me.

4 He is *speaking for* (speaking on behalf of) his master.

Stand

1. A true man *stands by* (supports) his friend in time of need.

2. Cut off all connections with persons *standing in the way of* (obstructing) your progress.

3. Sometimes your actions do not *stand to reason* (are not reasonable).
4. *I stand in need of* (require) money very badly.
5. Let the examination *stand over* (be postponed) for the present.
6. No one will *stand* (tolerate) this behaviour of yours.
7. You ought not to have *stood aloof* (remained at a distance) in my trouble.
8. *Stand upon your own legs* (depend upon your own resources) and you will succeed at last.
9. The friendly spirit and cooperation of the two partners enabled them *to stand their ground* (to maintain the position).

Strike

1. His name has been *struck off the rolls* (removed).
2. My friend is *struck down with* (attacked by) malaria.
3. He has a *stricken* (afflicted) heart.
4. He is *stricken in years* (enfeebled by age).
5. *Strike at the root* of evils (destroy evils at their very inception).
6. His views *strike in with* (agree with) yours.
7. Murad *struck coins* in his name (circulated coins by stamping his name).
8. The idea that he would deceive me never *struck me* (came to my mind).
9. *Strike out* (devise) some plan to finish the work as soon as possible.
10. A man of independent spirit *strikes out* a line for himself (chalks out).

Take

1. My daughter *takes after* (resembles) her mother
2. His father has *taken to* (become addict to) drinking.
3. My friend has *taken to* (adopted the profession of) medicine.
4. It *takes up* (occupies) much time to write a book on Grammar.
5. When did this event *take place* (happen) ?
6. The Rajputs *took up arms* (commenced fighting) against the Moghals.
7. You must *take care of* (look after) your sons.
8. He *took* my words *to heart* (felt keenly).
9. *Take down* (write down) the speech of the gentleman.

10. As soon as the rebels saw the enemy, they *took to their heels* (fled away),

11. Behave properly or I shall *take you to task* (punish you).

12. Dhanno was *taken aback* (surprised) when she came to know that her (jewels had been stolen).

13. The old king *took leave of* (bide farewell to) the crown prince and retired to the forest to prepare himself for death.

14. He *takes no notice of* (pays no attention to) bitter remarks.

15. I have *taken it for granted* (taken it to be certain) that you are not going to harm me in any way.

16. Now you *take up the thread* (resume) and proceed further.

17. Friend, do not *take advantage of* (be benefited by) his innocence.

18. I cannot *be taken in* (deceived) by his glittering words.

19 *Take heart* (pick up courage), my friend.

20. You should not *take my words ill* (feel keenly).

21. He *took me for* (supposed me to be) cheat.

22 Your instructions *have taken root* (become permanent) in my mind.

23. You *may take it from me*; *Take my word for it* (= I assure you).

24 In the Great War the Germans *took the field* (commenced military operations) against the French.

25. Do not *take him at his words* (believe exactly what he says).

26. *Take into account* (consider) all the points before writing an eassy.

27. He *took exception to* (resented) my remarks.

Tell

1. Do not work so hard, otherwise it will *tell upon* (affect) your health.

2. The miser *tells over* (counts) his coins every night.

Turn

1. As your servant is a cunning fellow, *turn* him out (or *off* = dismiss him) as soon as possible.

. The Burmese army *turned tail* (retreated ignominiously) before the English.

3. He has *turned out* (proved) to be a faithful man.

4. The Cawnpore Woollen Mills *turn out* (produce) fine cloth.

5. Do not *turn against* (become hostile to) your friends.

6. I cannot say what will *turn up* (happen) tomorrow.

7. I asked him to see me in my office, but he did not *turn up* (appear)

8. The headmaster *turned a deaf ear to* (did not listen to) the request of the poor boy.

9. Vibhishana *turned a traitor* (proved teacherous) and betrayed the cause of Ravana

10. The culprit has *turned over a new leaf* (begun a new course of life) in his life.

11. Sohan was the only witness who *turned the tables* (reversed success)in the case.

12. I requested my brother to help me, but he *turned his back upon me* (refused to help me)

13. I do not understand why he *truned down* (rejected) my plan.

Throw

1. The bill was *thrown out* (rejected) by ten votes to three.

2. Do not *throw away* (waste) your charity upon lazy persons.

3. Do not *throw up* (resign) your service in anger.

4. Please *throw light* (give some information) upon the subject.

5. The restive horse *threw off* (flung off) the rider.

Work

1. No temptations can *work on* (influence) an honest man.

2. *Work out* (solve) this sum quickly.

3. No one can *work up* (excite) a man of peaceful nature.

4. I am *working for* (working as an agent for) Messrs. Nelson and Sons.

Idiomatic Expressions

A

1. **At one's wit's end.** Govind was ats *his wit's end* when he heard the sad news (totolly perplexed).

2. **At an arm's length.** A man of intriguing nature

should be kept *at an arm's length* (at a considerable distance).

3. **(The) apple of one's eye** My younger brother *is the apple of my eye* (the most treasured possession).

4. **At one's finger-ends** The multiplication table is *at my finger ends* (known to me thoroughly).

5. **At the eleventh hour.** He always works *at the eleventh hour* (at the very last moment).

6. **(To have) an axe to grind.** Do not trust him; he has *an axe to grind* (private ends to serve).

7. **At a snail's pace** How can you finish the work if you go *at a snail's pace* (very slowly) ?

8. **(To add insult to injury.** Hari's enemies not only abused him but beat him as well. Thus they *added insult to injury*.

(कटे पर निमक छिड़कना —کٹے پر نمک چھڑکنا)

9. **At one's beck and call.** The school peon is *at the beck and call* of the members of the staff (disposal).

10. **(To be) at daggers drawn** John and Ali are *at daggers drawn* (bitter enemies) with each other.

11. **(To) add fuel to the fire** The mutiny was about to be suppressed, but the execution of the sepoy *added fuel to the fire* (increased the trouble)

12. **At a discount.** Foreign goods are *at a discount* these days (not demanded).

13. **(To) be at a loss.** I am *at a loss* to understand why he acted so rudely (unable to understand).

14. **At large** During a mill strike the labourers are *at large* (free).

B

1. **(To) bear the brunt of.** Common soldiers always *bear the brunt of* the battle (bear the main attack).

2. **(To) beat about the bush.** Come to the main point; it is not good *to beat about the bush* (to approach a matter in a round-about manner)

3. **(In) black and white.** I can foregive you, if you apologize in *black and white* (in writing).

4. **(To) burn the candle at both ends.** He will soon come to grief as he is *burning the candle at both ends* (spending money extravagantly).

5. **(To be) born with a silver spoon in one's mouth.** Pandit Jawaharlal Nehru was *born with a silver spoon in his mouth* (born in a rich family).

6. **(To) bear the palm.** Our college team ***bore the palm*** in the hockey tournament this year (was victorious).

7. **(To) blow one's own trumpet.** A conceited person always ***blows his own trumpet*** (speaks boastfully of himself).

8. **By fits and starts.** Ramesh studies ***by fits and starts*** (irregularly)

9. **Birds of a feather.** ***Birds of a feather*** flock together (people of the same nature).

10. **Bed of roses** A politician's life is not ***a bed fo roses*** (quite comfortable).

11. **(To) the backbone.** I do not trust him, as he is a knave ***to the backbone*** (completely)

12. **(To) bring to knees.** He ***brought the enemy to his knees*** (defeated completely)

13. **Bag and baggage.** Gopal has left Cawnpore ***bag and baggage*** (leaving nothing behind)

14. **Between Scylla and Charybdis.** The judge had to try his son for murder If he sentenced his son to death, he would lose him; if he let him off, he would act dishonestly. He thus found himself ***between Scylla and Charybdis*** (between two difficulties.

15. **(To) beat black and blue.** The man got angry with his wife and ***beat her black aud blue*** (to beat till one's body is discoloured).

16. **(To) be at the bottom of** He is ***at the bottom of*** the mischief (the ring-leader)

17. **Bread and butter.** Sometimes friends become enemies when it is a question of ***bread and butter*** (material welfare)

18. **(To) bring to account** If you neglect your duties, you will be ***brougth to account*** (called to account).

19. **(To) beat the record** Govind has not only got the first class, but has ***beaten the record*** (has surpassed the successful candidates of this year as well as those of previous years)

20. **(To) beggar description** The natural beauty of Kashmir ***beggars all description*** (is indescribable).

21. **(To) bell the cat** All can boast of their ability to face a difficulty, but very few can ***bell the cat*** (lead in danger).

22 **Better not look a gift horse in the mouth.** Be satisfied with the gift and do not criticize it. Bear in mind the saying ***'Better not look a gift horse in the mouth.'***

23. **Between the devil and the deep sea.** I am *between the devil and the deep sea;* if I satisfy father, mother is angry, and if I satisfy mother, father is annoyed (between two difficulties).

24. **(A) bitter pill to swallow.** To be ill-treated by one's own son is *a bitter pill to swallow* (most disagreeable)

25 **Beside the mark.** Your suggestion is *beside the mark* (unsuitable)

26 **(To) be in bad odour with.** Ramesh *is in bad odour with* the Principal (in the bad books of).

C

1. **(To) come to light.** Dishonest dealings *come to light* in the long run (are known).

2. **(To) cut one's coat according to one's cloth.** If you want to be happy, *cut your coat according to your cloth* (live within your means).

3 **(To) cry for the moon.** Your hope of getting a government job is simply *crying for the moon* (an impossible thing).

4. **(To) cast in one's lot with.** I am *casting in my lot with* my brother (sharing my brother's fortune)

5. **(To) carry weight.** The opinion of the Principal *carries weight* (passes as authority) in educational circles.

6. **(To) count the chickens before they are hatched.** It is not a sound policy *to count the chickens before they are hatched* (to anticipate gains before due time)

7. **(To) come off with flying colours.** Mohan is expected *to come off with flying colours* in the examination (to pass the examination with brilliant success).

8. **(To) come to the point.** Though he has spoken for an hour, he has not yet *come to the point* (has not spoken on the real topic).

9. **(To) call in question.** I do not *call in question* your honesty of purpose (doubt).

10. **Cats and dogs.** Yesterday it was raining *cats and dogs* (in torrents)

11. **(To) cast pearls before swine.** He is an obstinate man; to advise him is to *cast pearls before swine* (to give or tell a thing to a person who cannot appreciate it).

12. **(To) cross one's t's and dot one's i's.** They have almost finished the work. They have only *to cross their t's and dot their i's* (make minor changes).

13. **(To) call a spade a spade.** Frank persons do not fear anybody; they *call a spade a spade* (state facts as they are).

14. **(To) catch red-handed.** Mohan stole a watch; he was *caught red-handed* (caught in the very act)

15. **(In) cold blood.** Nadir Shah massacred the inhabitants of Delhi *in cold blood* (without any cause of excitement).

16. **(To) cast oil on troubled waters.** Moti and Joti exchanged hot words; the intervention of their mother *cast oil on troubled waters* (made the situation calm).

17 **Crocodile tears** He shed *crocodile tears* at the death of his step-mother (false tears).

18. **Child's play.** To pass an examination in the first class is not *child's play* (easy work).

19. **(To) catch a Tartar.** Akbar soon found out that he had *to catch a Tartar* in Rana Pratap (to subdue a troublesome person).

20. **(To) cry over spilt milk.** Do not feel sorry for the loss suffered; it is only *crying over spilt milk* (to feel sorry for the past).

21. **(To) cry from the housetop.** All *cries from the housetop* that Ahmed is a cheat (announces to the public).

22. **(A) cry in the wilderness.** Your advice to your friend to look after his old parents is a *cry in the wilderness* (useless advice).

D

1. **(To) die in harness.** A man of independent spirit wants *to die in harness* (die while engaged in one's work).

2. **(To) draw the long bow** Some people are in the habit of *drawing the long bow* (exaggerating matters).

3. **Double dealing.** One should not trust a man who practises *double dealing* (duplicity).

Down with. Modern Russia discards every religion. Her motto is—*Down with it*. (=destory it).

E

1. **Enough and to spare.** Persons living within their means have *enough and to spare* (abundant).

2. **Equal to the occasion.** He has beed appointed as the Principal of the college. I think he will rise *equal to the occasion* (able to discharge his duties well).

3. **(To see) eye to eye.** As they are on inimical terms, they can never *see eye to eye* [agree]

4. **(On the) eve of.** I met him *on the eve of* his departure [just before his departure].

5. **(To) end in smoke.** His efforts *ended in smoke* failed]

F

1. **A feather in one's cap.** He is filled with delight to add *a feather in his cap* [a new success].

2. **To fly in the face of.** Nowadays young men *fly in the face of* their parents [insult or oppose].

3. **From hand to mouth.** The peasant of India live *from hand to mouth* [without making any provision for the morrow].

4. **(To) fan the flame.** Rama's untimely interference *fanned the flame of* his friend's anger.

5. **Full of fire and fury** Herr Hitler's speech is always *full of fire and fury* [passionate]

6. **(To) fall flat** His advice *fell flat* upon Mannu, as he did not alter his ways [had no effect].

7. **Flesh and blood.** A man of *flesh and blood* [human nature] cannot bear this insult.

8. **For good** He has left Cawnpore *for good* [finally].

9 **(The) fag end.** The teacher began the lesson at the *fag end* of the period [close]

10. **(In) full swing.** When the inspector visited the factory, the work was *in full swing* [carried on with full force].

11. **(To) fight shy of.** Cowards *fight shy of* difficulties [avoid].

12. **Fair and square.** The dealings of the manager with his assistants are *fair and square* [just and honest].

13. **(A) fish out of water.** A saint is a *fish out of water* in the midst of politicians [quite uncomfortable].

14. **To fall foul of.** Why do you *fall foul of* your brother [quarrel] ?

15. **(A) fool's paradise.** They are *living in a fool's paradise* [building false hopes] if they think they can pass the examination without preparing for it.

16. **(Of the) first water.** Mohan is a gentleman *of the first water* [thorough].

17. **(To) feel one's pulse.** He came to *feel my pulse* on the point, but I was clever enough to understand his motive [to know my bent of mind].

18. **(To) follow suit.** Do not tell lies; otherwise, your children will *follow suit* [follow the example].

19. **For my life** I will not tell a lie *for my life* [even to save my life].

G

1. **(To) give the devil his due.** No doubt he is a quarrelsome man, but *to give the devil his due* he is honest and diligent [to give credit to a bad man for his good actions].

2 **Gird up the loins.** Up, up, my friends. *Gird up your loins* for the work before you [prepare yourselves].

3. ***Against the grain*** It is *against the grain* of a gentleman to deceive his friends [contrary to his nature]

4. **To (get) off scot-free** The culprits *got off scot-free* [escaped without punishment] as they could not be identified.

5. **(To) get into a scrape.** Do not quarrel with your officer, or you will *get into a scrape* [get into trouble].

6. **(To) go on a fool's errand** This venture will not bring you any money: it is merely *going on a fool's errand* undertaking a profitless or useless task].

7. **(To) go through fire and water.** He will *go through fire and water* for his friends [undergo every sort of difficulty].

8. **(To) gain the upper hand.** Rafiq shall *gain the upper hand* [dominate] in the tennis match

9. **(To) give vent to** Never *give vent to* your feelings in the presence of strangers [express]

10. **(To) grind one's teeth.** Do not *grind your teeth* at the words of your officer [to express feelings of disgust or rage].

11. **(A) gentleman at large.** Beware of persons who are *gentleman at large* [used sarcastically meaning a showy person]

12. **(To) go to the dogs.** Mend your ways, or you will *go to the dogs* [ruin yourself]

13. **(To) give quarter to** generous persons, always *give quarter to* the afflicted [have sympathy with].

14. **(To) go to rack and ruin.** Persons who are addicted to gambling *go to rack and ruin* [go to destruction].

15. **(To) give free reins.** Nadir Shah *gave free reins* to his passion in the sack of Delhi [let loose].

H

1. **Hand and glove.** Krishna and Shyam are *hand and glove* with each other [on very intimate terms].

2. **(To) hang by a thread** The life of a soldier always *hangs by a thread* [in a precarious condition].

3. **(To) harp on the same string.** It is no good *harping on the same string* [continue speoking on the same subject].

4. **Hard and fast** No *hard and fast* [strict] rules can be laid down regarding the use of the article 'the.'

5. **(To be) a host in oneself.** Gandhiji is *a host in himself* [a man of large resources]

6 **(To) hit the nail on the head** The best way of success is *to hit the nail on the head* [to touch the exact point].

7. **Hole and corner policy.** You should not trust the person who follows a *hole and corner* policy [under-hand].

8. **[To be on the] horns of a dilemma.** My mother insists on my going to the hills for a change, but my immmediate officer does not grant me leave. I am *on the horns of a dilemma* [in great difficulty].

9. **[To] hold one's own.** Joti *held his own* in the debate [contended successfully].

10 **[To] hold water** Your policy does not *hold water* [bear close inspection]

11. **[To] hold one's tongue** One should *hold one's tongue* when some one else is speaking [remain silent]. It is rather a vulgar expression.

12. **Hang in the balance** Gopal's success *hangs in the balance* [is doubtful]

13. **Halcyon days** Boyhood is a period *of halcyon days* in one's life [happy days]

14. **Heat of action.** Nelson was killed *in the heat of action* [in the fury of the battle].

15. **[A] hard nut to crack,** To pass the I.C.S. Examination is a *hard nut to crack* [a difficult task to perform].

I

1. **Ins and outs.** One should not express one's opinion unless one knows the *ins and outs* of the matter [full details]

2. **[To all] intents and purposes** Haidar Ali became the master of Mysore *to all intents and purposes* [practically].

3. **[With] impunity.** The mob entered the hall *with impunity* [without fear of punishment].

4. **In a fix.** He was *in a fix* [perplexed] when he lost all his money.

J

1. **Jack-of-all trades.** [One who engages in different

occupations]. He can speak on every subject for he is a *Jack-of-all-trades*.

2. **[To] join hands with.** In the Great War the French and the English *joined hands with* each other against the Germans [associated themselves].

K

1. **[To] keep body and soul together.** The salary of a village schoolmaster is so small that it is extremely difficult for him *ta keep body and soul together* [to maintain bare existence].

2. **[To] keep up appearances.** Madho and Sahdeva are *keeping up appearances* of friendship, although they hate each other [keeping an outward show].

3. **Kith and kin** Persons, who have no love for their *kith and kin,* cannot love others as char tiy begins at home [relatives and connections by blood]

4. **[To] kill two birds with one stone.** If you go to Mussoorie, you will *kill two birds with one stone,* for you will improve your health and also make some money by picking up some private work. [To gain a double object in one effort].

5. **[To] keep pace with.** If you want *to keep pace with* the times, do not lose touch with international affairs [go along with].

6. **[To] keep the Powder dry.** If you want success, you must *keep the powder dry.* [be ready for any work].

L

1. **Loaves and fishes.** True patriots never yearn for the *loaves and fishes* of office [high posts] in the government

2. **[To] lion's share.** Mr James Smith had the *lion's share* in running that institution [the greatest part]

3. **[To] lose the day.** The Mahrattas *lost the day* in the battle of Panipat [were defeated].

4. **[To] leave no stone unturned** Good teachers *leave no stone unturned* in helping all boys to pass [do everything possible] the examination

5. **[To] laugh in one's sleeves.** Hearing his foolish words his friends *laughed in their sleeves* [laughed secretly].

6. **[To] leave in the lurch.** One should not *leave* his friends and relations *in the lurch* [leave in a difficult position].

7. **[To] look sharp.** *Look sharp,* otherwise you will not be able to finish the work [be quick].

8. **Look before you leap**—Be careful before you begin a thing.

9. **[To] lay heads together.** The members of the staff *laid their heads together* before they announced the examination result [consulted].

10 **[To] lay violent hands on** The mutineers *laid violent hands on* their officers (murdered]

11 **[To] lay out** The company has *laid out* Rs. 7, 000,000 in the business [invested].

12 **[To be] laid up** I am *laid up with* fever [confined to bed owing to]

13. **[The] long and short.** *The long and short of the matter* is that he is a rogue of the first water [the matter briefly stated]

14. **[Under] lock and key.** Keep the asnwer-books *under lock and key* [in a place of safety].

15. **[Through the] length and breadth** The Non-cooperation Movement spread *through the length and breadth of* India [all over]

16 **[On its] last legs.** Democracy is now *on its last legs* [about to give way].

17. **[To] lick the dust.** Vain persons *lick the dust* ultimately [come to humiliation].

18. **[To] lead a dog's life.** Persons depending upon others *lead a dog's life* [a miserable life] of it.

19. **[To] lay at one's door.** Why do you *lay* the fault *at my door* [blame me] ?

20. **[A] long face.** He pulled a *long face* when he was rebuked [full of thought and grief].

21. **[To] let the grass grow under his feet.** He is so energetic that he never *lets the grass grow under his feet* [is lazy and inactive]

M

1. **[With] might and main.** Your success is sure, if you work with *might and main* [full force]

2. **[To] make light of.** Do not *make light of the* advice given by your parents [treat lightly]

3. **[To] make good.** The Germans were compelled to *make good the loss* caused by them in the Great War [compensate.]

4. **[To] make both ends meet.** The income of an Indian peasant is so small that iti s very difficult for him to *make both ends meet* [to earn enough to fulfil his wants].

5. **[To] make neither head nor tail of.** The teacher spoke so fast that the students could *make neither head nor tail of* what he said [understood nothing].

6. **[To] make the most of.** Successful persons *make the most of* the opportunities before them [use them to the full advantage]

7. **To make a mountain of a molehill** Quarrelsome persons are in the habit of *making a mountain of a molehill* [magnifying a trifling matter]

8. **[To] make the best of a bad bargain.** Tactful persons often *make the best of a bad bargain* [make the best use of a bad thing].

9. **[To] measure swords.** The two soldiers *measured swords* [fought] and died fighting.

10 **Man in the street** The speech of Gandhiji is so simple to follow that even a *man in the street* can appreciate it [ordinary man].

11. **[To] make faces.** Naughty boys often *make faces* [mock] at old people.

12. **(To) move heaven and earth** He will *move heaven and earth* (do everything he can) to achieve his end.

N

1. **(In the) nick of time.** Some passengers reach the station *in the nick of time* (exactly at the right moment).

2. **Null and void.** All his efforts to reform his son were *null and void* (were of no effect).

3. **(To) nip in the bud.** His promising son died and all his bright hopes were *nipped in the bud* (destroyed at the very beginning).

O

1. **Over head and ears.** He is *over head and ears* in love (deeply engrossed) with his friend.

2 **Off and on.** I visit my friend *off and on* [now and then].

3. **Off hand.** Our class-teacher teaches a lesson *off hand* [without preparation]

4. **Odds and ends.** The thief picked up *odds and ends* lying about in the house and ran away with them [stray things].

5. **O K.** Everything is *O.K.* at home [all correct = all right].

6. **Once and for all.** He has refused to do the work *once and for all* [finally].

7 **Out and out.** William is a gentleman *out and out* [thoroughly]

8 **Out of pocket** I cannot help you as I am *out of pocket* [short of money]

9. **(With) open arms.** Gandhiji was received every where *with open arms* [cordially].

10. **Out of sorts.** These days Ganga is *out of sorts* and so unable to take up fresh work [indisposed].

11. **Out of the question** What you propose to do is now *out of the question* [beyond consideration].

12 **Out of spirits** Because of the death of her son the poor lady is *out of spirits* [in a sad mood].

13. **Of no avail.** All his efforts were *of no avail* [useless].

14. **Out of the frying pan into the fire.** To escape arrest the thief jumped into the river and was drowned ; thus he jumped *out of frying pan into the fire* [out of one difficulty into a greater one].

P

1. **(To) pay a person back in his own coin** Mohammed Gori *paid* Prithwiraj *back in his own coin* (retalliated) by defeating him in the next battle

2. **(On the) point of death.** When the father arrived, the son was *on the point of death* (about to die)

3. **(To) pocket an insult** He is a man of submissive nature ; he can *pocket any insult* (bear any insult).

4. **(To) play ducks and drakes.** He is a spend thrift ; he *plays ducks and drakes with* his fortune (wastes his money).

5. **(To) play into a person's hand** Persons, why *play into the hands of* others, are not reliable (easily influenced by others).

6. **(To) play the role of** In Germany Hitler is *playing the role of* Napoleon Bounaparte (doing similar deeds as).

7. **Pros and cons.** We should never express our opinion without thinking over the *pros and cons of* the matter (arguments for and against).

8. **(To) put one's hand to the plough.** He can finish any work if he *puts his hand to the plough* (commences his work seriously).

9. **(To) pin one's faith.** The Americans won in the

War of Independence simply by *pinning their faith* on Washington (having full reliance upon).

10 **(To) pick a hole in one's coat**. A good officer does not try to *pick hoes in the coat of* his subordinates (find fault about trifles.

11. **On pain of death**. The king handed over the throne to the invader *on pain of death* [to escape the penalty of death].

12. **(To) provide against a rainy day**. Do not spend all you earn, but *provide something against a rainy day* (save some money for adverse circumstances).

13. **(To) poison the ears of**. That woman *poisoned the ears of* her husband against his brother (prejudiced).

14. **(To) poke one's nose**. It is not advisable to *poke one's nose* into another's private affairs (to interfere).

15. **Pell mell**. The appearance of police force dispersed the crowd *pell mell* (in confusion).

16 **Petticoat government** My father does not like persons who are under *petticoat Government* (influence of ladies).

17. **To play the truant**. Bad students often *play the truant* (stay away from school without leave).

18. **(To) put the cart before the horse** To teach Algebra to your little brother who knows nothing of Arithmetic is like *putting the cart before the horse* (to reverse the right order).

R

1. **(A) red-letter day**. The day fixed for the Annual Sports is a *red-letter day* for every school student (a day full of joys).

2. **(To) rise to the occasion** After the terrible Behar earthquake Rajendra Prasadji *rose to the occasion* and saved the situation (proved himself capable of meeting the crisis.

3. **Root and branch**. Gandhiji is trying to reform Indian society *root and branch* (completely).

4. **(Without) rhyme or reason**. Your quarrel with your father is *without rhyme or reason* (unreasonable).

5. **Room and to spare**. They have *room and to spare* (enough accommodation) in their bungalow.

6. **(A) red rag to a bull** Bits of paper lying about in the house upset the housewife altogether; they are like a *red rag to a bull* (cause provocation).

S

1. **(A) screw loose.** He is always muttering something to himself; there is *a screw loose* somewhere (something wrong]

2. **(In) season and out of season.** He quotes the Bible *in season and out of season* [always whether the time is suitable or not].

3. **(To) split hairs.** Some people waste their time and energy *in splitting hairs* [in over-refined arguments]

4. **(On the) spur of the moment.** You want me to do the work *on the spur of the moment* [at once].

5. **Sum and substance** Write the *sum and substance* of this paragraph [gist].

6. **(To) stand in good stead.** The rainooat you gave me the other day *stood me in good stead* [was useful].

7. **(To) steal a march on.** Sita has *stolen a march* on Bimla [has gone ahead unnoticed] in knitting the sock

8. **(At) stake** Employment in a private institution is awalys *at stake* [risky]

9. **(To) stem the tide of** Any Indian reformer has first of all *to stem the tide of* hunger and poverty [check].

10. **(At a) stone's throw** He lives *at a stone's throw* from this place [short distance]

11. **(To) speak volumes of.** I can *speak volumes of* his merits and qualifications (praise much).

12. **(A) storm in a tea-cup.** Ganesh and Gopi had a friendly discussion Soon they came to blows. An onlooker remarked "You have caused a *storm in a tea cup*" (a quarrel for nothing).

13. **(At) sixes and sevens.** A monkey entered my room and left everything *at sixes and sevens* (in disorder)

14. **(To) stand on one's own legs.** A brave man always tries to *stand on his own legs* (depend on himself).

15. **(To) see the light.** He *saw the light* (was born) on Sep. 3, 1920

16. **Set at naught.** His efforts to destroy the enemy were *set at naught* (frustrated).

T

1. **Through thick and thin.** A true friend is one who stands by his friend *through thick and thin* (under all circumstances)

2. **(To) throw cold water upon.** The fall in prices

threw cold water upon the former's hopes of earning large profits (damped)

3. **(To) throw dust into one's eyes.** Do not try *to throw dust into one's eyes* to achieve your selfish end (to decieve).

4. **Time and tide.** *Time and tide* wait for nobody (course of time)

5. **(To) take a leap in the dark.** For-sighted people never *take a leap in the dark* (act without thinking over the results).

6. **(To) take to task.** If you do not discharge your duties faithfully your master will *take you to task* (reprove you).

7. **(In) the teeth of.** Mathura carried on his work *in the teeth of* strong opposition (regardless of).

8 **(To) touch upon.** Mahatma Gandhi in his speech on non-violence *touched upon* social reforms (referred to).

9. **Touched to the quick.** When the teacher reproved the students, the latter was *touched to the quick* (felt things keenly).

10. **(To) throw light upon.** The speaker *threw light upon* the theory of non violence (made clear).

11. **Tooth and nail** Brahmanism opposed the spread of Buddhism *tooth and nail* (vehemently).

12. **To and fro.** A sentry has to walk *to and fro* on duty (backward and forward).

13. **Tip-top.** This year the harvest is *tip top* (first class).

14. **Tit for tat.** Charan abused Shyam. The latter knocked him down. Surely it was *tit for tat* (a retaliation).

5. **To take up the thread of** The teacher asked the next boy *to take up thread of* the narration (to begin the narration where it had been left off).

16 **(To) turn over a new leaf.** The rogue *turned over a new leaf* (changed the course of his life) after his meeting with a saint

17 **To the letter.** Follow your Guru *to the letter* (exactly)

18. **To the point.** His answers were *to the point* (relevant).

U

1. **Ups and downs.** He has experienced the *ups and downs* (changes of fortune) of life.

2 **Under the thumb of** A weak husbands is *under the thumb of* his wife (subservient to).

3. **Up to the mark.** The boys of Section C are not *up to the mark* (up to the standard).

4. **Under age** He is *under age* (a minor), so he cannot inherit his father's property.

5. **Under one's nose.** The murder was committed *under the nose of the* magistrate (in the presence of).

W

1. **(To) wash one's hands of.** As I have failed to bring about a compromise, I intended *to wash my hands of* the affair (not to have to do anythings with).

2. **(To) wash dirty linen in public.** When the zemindar was defeated in the election, he *started washing dirty linen in public* to humiliate his opponent (spoke in public of unpleasant affairs)

3. **(A) wild goose chase** Mr. Chamberlain's effort to establish peace in Europe was *a wild goose chase* (a fruitless attempt).

4 **(To) wind up.** The American firms in China had to *wind up* their business owing to Japanese pressure (to close down).

5. **(To be) wool-gathering.** When a teacher talks above the heads of the boys, they are generally *wool-gathering* (absent-minded).

6. **(To) win laurels.** He *won his laurels* as the best debater (distinguished himself).

7. **(by) word of moutn** He informed me by *word of mouth* (orally).

8. **(To) weign down.** The remarks made by you are *weighing down* on me (burdening me heavily).

Y

Yeoman's service. The monks sent by Kings Asoka to distant lands did *yeoman's service* in spreading Buddhism outside India (excellent work).

Foreign Expressions used in English

Ad infinitum None can tell God's qualities *ad infinitum* (to infinity).

Alpha and omega. The *alpha and omega* of his career has been to deceive others (beginning and end).

Alma mater. We are proud of our *Alma Mater* (mother institution).

Bona fide He is a *bona fide* student of this institution (in good faith—regular).

De facto. Gandhiji is the *de facto* dictator of the Congress (real).

En bloc. The members left the meeting *en bloc* (in a body).

En route. He will meet his friends at Agra *en route* to Lahore (on way).

Esprit de corps. Scouting foresters *esprit de corps* (the spirit of belonging to an organisation).

Ex-officio. The magistrate was the *ex officio* (by virtue of office) president.

In camera. The meeting was held *in camera* (in privacy).

In toto. Germany annexed Austria *in toto* (wholly).

Ip so facto. In Europe treaties are broken *ipso facto* (virtually).

Lingua franca. Hindustani can easily be made the *lingua franca* of India (common language of all)

Nota bene = N B (Note well).

Per capita = per head.

Per diem = per day.

Per annum = per year.

Prima facie = The evidence is *prima facie* (as it appears) in your favour.

Sine die. The Parliament was adjourned *sine die* (indefinitely).

Status quo. He has been able to maintain the *status quo* in his relation with the Government (same position).

Sub judice. The culprit is not allowed to write private letters about his innocence to the judge while the case is *sub judice* (under consideration).

Summun bonum. A quite and happy li e should be a man's *summum bonum* (chief good).

Ultra vires, The ruling of the President was *ultra vires* (against powers.)

Via media. There cannot be any *via media* (middle course) between independence and slavery.

Vice versa The bride put the garland round the groom's neck and the latter put it round the bride's neck. This rite was performed *vice versa* (in opposite ways).

Viva voce. The Board of Education has abolished the *viva voce* (oral) test in the High School Examination.

MODERN WAR VOCABULARY

Aerial photograph—photograph from an aeroplane.

Aerial search-light—to detect enemy planes in darkness.

Aerial torpedo—one dropped from aeroplane.

Aerodome—landing ground for aeroplanes. (Air-field *or* Air-port).

Air ace—expert pilot of a fighter or bomber.

Air-base—aerodrome from where aeroplanes operate on enemy.

Aircraft carrier—a ship for carrying aircraft.

Air raid alarm—signal of attack from air

Air raid shelter—underground cell to save people from bombing

Allies nations fighting on the same side (commonly used for Britain and friends).

Anti-aircraft gun—gun to destroy enemy aircraft

Armistice—suspension of hostilities pending peace.

Armoured cars—covered and thick iron-plated armed motor vehicles.

A. R. P.—air raid precaution.

Axis powers—Germany. Italy and Japan (in this war).

Balloon barrage—artificial/net of balloons for protection against bombing.

B. B. C.—British Broadcasting Corporation.

Belligerent power—a nation carrying on regular war.

Black-out—hiding or putting out all light as precaution against bombing.

Blitz-krieg—(Blitz-Kreeg) literally—lightning-war ; a word recently coined by the Germans to signify a quick and decisive war.

Blockade—guarding all round to prevent exports or imports for the enemy.

Bomber—aeroplane which bombs.

Brown-out—partial black-out.

Buffalo—a kind of U. S. A. aircraft.

Camouflagaing—concealing by colour, foliage, nets, etc.

Civic guard—persons deputed to prevent civic disturbances

Concentration camp—where enemy nationals or traitors are confined.

Conscription—compulsory enrolment for war service.

Collier—ship carrying coal.

Convoy—ships or aeroplanes guarding or escorting other ships in war.

Counter attack—to attack the attacking enemy.

Court martial—court to try military offenders.

Cruiser—worship faster and less heavily armed than a battleship.

Cutter—small ship with one mast.

Debris (debri) demolished building materials.

Destroyer—armed ship to destroy enemy navy.

D. I. R.—Defence of India Rules.

Dynamite—very high explosive to blow up rocks, bridges, buildings etc.

E-boat—small fast-moving naval unit.

Emergency area—area likely to suffer from enemy action.

Evacuees—persons leaving a dangerous locality.

Explosives—exploding bombs

Fifth column—group working secretly for the enemy (*or* spies).

Fighter=aeroplane to fight and destroy enemy aircraft.

Flares—inflammable material dropped from aeroplanes to illumine ground in darkness for accurate bombing

Flying fortrees—a type of huge U. S. A. bombers.

Gas-mask—covering for the face to prevent suffocation or gas-poisoning.

Hand-grenade—a small explosive thrown by hand.

Hangar—covered space for sheltering aircraft.

Harbour installations—fittings of a harbour—docks, cranes, etc.

Henkel—a type of German aircraft.

Home front—organisation within a country to help war abroad.

I. A. F.—Indian Air Force.

Incendiary bombs—bombs that cause fires.

Land mines—exploding mechanism hidden under earth.

Life-boat—small boats to save drowning persons after a ship is sunk.

Long-range guns—big guns that fire shells over (say) 25 miles and much more.

Machine-guns—[n. & v.] a mechanism to go on shooting bullets very quickly.

Magnetic mine—exploding mechanism worked by magnetic device used under the sea to wreck ships.

Martial Law—law as under the military; opp. to civil law.

Mechanised units—units [of army] with mechanical equipment.

Messcherschmidts—a type of German aircraft.

Maginot Line—[Mazh-i-no] French line of fortifications German borde, named after the engineer who designed them.

Mobilise—to order troop movements.

Mine-sweepers—special naval units to remove exploding mines under the sea.

Neutral—not siding with any of fighting powers.

News Bulletins—instalments of news issued from time to time

Oil-field—where oil [petrol] is obtained.

Open town—one that is declared unarmed and free from military objectives to escape enemy bombing.

Parachute—big self opening umbrella used for descending from a flying aerplane.

Para troops—troops that come down with parachutes.

Pincer movement—trying to attack both enemy flanks at a time as in a pair of pincers.

Price control—keeping the cost of article within reasonable limits.

Prizeship—captured enemy ship.

Poison-gas—used to poison the en my. Its use is illegal.

Propaganda—spreading one's opinions. A fighting county does this among the enemy in so many ways.

Plebiscite—[Pleb i-sit or Ple-bi-sit]. A vote of people to determine how they wish to be governed.

R.A.F.—Royal Air Force.

Radio boadcast—transmission by radio.

Ration ticket—coupon which limits one's food purchases in times of war.

Reconnaissance flight—flight to survey enemy country.

Refugees—those who escape from war areas.

Reserves—soldiers or supplies for use in time of urgent need.

Rubber-boat—carried by pilots for accident emergency over seas.

Sabotage—[Sab-o-taj]—secret obstruction or destruction by spies of war effort [industries, supplies or troop movements].

Scorched earth policy—Plan to destroy anything in one's own country to prevent its use by the advancing enemy.

Sea-base—from where naval units operate.

Sea-mine—*opposite* of land-mine.

Sea-plane—aircraft that can descend on water or take off from it.

Shells—very big bullet-shaped explosives fired from big guns.

Siegfried Line—[Zeeg-freed] German line of fortifications on French boarder.

Siren—hooter to annouce approach of enemy aircraft.

Ski— shee] long narrow wooden snow-shoes.

Slit-trenches—zig zag trenches for air-raid shelter.

Smoke-screen—to hide presence or movement of military or naval units.

Spitfire—a type of English aircraft.

Steel helmet—metal hats to protect head from bomb splinters.

Tank—Big [*or* small] armoured motor-vehicle with special wheel-chain device to enable it to move on uneven ground.

To scuttle—to sink one's own ship to prevent it from being captured by the enemy.

Truce—temporary peace.

U-boat—a type of submarine.

Ultimatum—final condition before declaring war.

V [– —]—a symbol for victory made popular among the Allies.

War correspondent—one authorized to send war news.

War communique—news about war issued by the War Department.

Zero hour—the last stage before hostilities break out.

STUDY IN SENTENCES (Aids to composition)

Combination of Sentences

The combination of several simple sentences into a bigger simple sentenee or one complex or compound sentence provides excellent exercise to beginners in English composition. It teaches them terseness of expression and a proper co-relation of the various units in a sentence. It also enables them to avoid the unnecessary multiplication in a piece of composition

(A) Combination of two or more simple sentences into one simple sentence.

Two or more simple sentences can be combined into one single sentence by adopting some of the following artifices:—

[1] By using a Participle or Participial phrase.

He *ran* on slippery ground. He fell down.	*Running* on slippery grouud he fell down.

[2] By using a Noun or Phrase 'in Apposition'.

I know Hamid He is a friend of Sohan.	I know Hamid, a *friend* of Sohan.

[3] By using a Preposition with Noun or Gerund.

He will gain the prize He will share it with you	*In the event of his gaining* the prize, he will share it with you.
He confessed his guilt. He was then forgiven.	*On confession his* guilt, he was forgiven.

[4] By using an Absolute Phrase.

The sun set I went to sleep	*The sun having set* he fell into sleep.

[5] By using an Infinitive.

He fell into danger. He did it to save his friend	*To save his friend* he fell into danger.

[6] By using an Adverbial Phrase or Adverb.

It was 4 o'clock. The boy left the college.	The boy left the college *at 4 o'clock.*
He killed has faithful friend He *proved very treacherous in behaving thus.*	He *treacherously* killed his friend.

EXERCISES.

(1) Combine the following sets of sentences into one simple sentence by using a Participle or Participial Phrase :—

1. He came to my house. He had an interview with my father.
2. Turn to the left You will find my house.
3. The dog carried a piece of flesh in his mouth. He was crossing a swift stream
4. The speech was well delivered. It had the desired effect on the audience.
5. The hermit went into the jungle. He saw a delightful spot. He established his hermitage there.
6. The outbreak of cholera was serious. It carried away hundreds of people.
7. It was a rainy day. We did not come out of our houses.

8. He was going out. He saw a poor beggar. He was lying on the road.

9. The policeman ran after the thief. The thief was breaking a lock. The policeman caught the thief.

10. Your exercise was full of mistakes. It was illegible. It did not deserve any marks.

(2) Combine the following set of sentences into one simple sentence by using a Noun or Phrase 'in Apposition':—

1. Yashpati was a brave man. He was Suman's friend.

2. Iron is a useful metal. It is used in making tools, machines, conveyances and the like.

3. Mr. Smith is a gentleman. He is the Collector of Patna. Patna is a large town.

4. Tulsidas was a noble poet. He was a saint and philosopher.

5. The best work of Kalidas is Raghubans. It is in fact the history of Raghu's dynasty.

6. Caesar was a Roman Emperor. He could not subdue the Britons. They were a warlike people.

7. I refer to him. He is the one-eyed man. He is not bald-headed.

8. Mr. John Bull is a huge man. He is a clever swaggering fellow. I like to be with him for the sake of fun.

9. I admire Bacon's essays. They are admirable specimens of composition.

10. Yesterday a policeman shot a young man. He was the only son of his father.

(3) Combine the following sets of sentences into one simple sentence by using a Preposition with a Noun or Gerund :—

1. Gandhiji will return from Calcutta. He will then visit Cawnpore.

2. The Russians destroyed Moscow. Then they left it.

3. He studied the circumstances. Then he realized the gravity of the situation.

4. Boys go to school. Their purpose is to learn good things.

5. He feared to lose his life during the communal disturbances. So he left the town.

6. The robbers carried away all his property. They used force in doing so.

7. He has no patience. He has no power of endurance. He cannot hope for success in the world.

8. The teacher punished the pupil. He had stolen the books of his class fellows.

9. The traveller had to spend many days in the desert. He had no food. He had no water.

10. He put in hard labour. Even then he could not pass the examination.

(4) Combine the following sets of sentences into one simple sentence by using Absolute Phrases :—

1. The sun rose. We went out.
2. It is very cold today. I will not leave my room.
3. All his friends deserted him. He died a broken reed.
4. I tell you the truth. I never expected such wonderful results.
5. The prisoner was found innocent. The judge ordered his release.
6. His ships were wrecked. His business failed. He committed suicide.
7. The German danger is approaching. John Bull may join hands with the Reds.
8. His father died in his boyhood. He had therefore to work for a living
9. I will not part with this pen. It is my only pen.
10. It was evening. A gentle breeze was blowing. We decided to enjoy boating.

(5) Combine the following sets of sentence into one simple sentence by using an Infinitive :—

1. The Hindus and Muslims of Cawnpore have elected peace-committees. Their object is to stop communal disturbances in the future.
2. The old man sought employment. He had to earn his daily bread.
3. He will never beg for food. He is very proud.
4. I cannot go out It is so very hot.
5. He heard the sad news. He wept on hearing it.
6. Lucy Grey was a lost child. Her parents went high and low to seek her.
7. The student told a lie. He hoped to escape punishment in this manner.
8. Napoleon determined to invade England. He said that he would beard the lion in his own den.
9. You must cultivate the habit of patient application. Then you can achieve worldly success.
10. The Congress has a poor opportunity to win freedom

for the people It is making Herculean efforts to make use of it. Its aim is to see them happy and prosperous.

(6) Combine the following sets of sentences into one simple sentence by using an Adverb or Adverbial Phrase :—

1. The old man is an unbeliever in God. He has avowed the fact.
2. He cannot come to the meeting. It is not possible for him.
3. God will assist me. I am sure of it.
4. The sea is very deep. Its depth cannot be measured.

5. The policy of the Government is open. It is opposed to national aspirations.
6. He has been appointed. The post is temporary.
7. His son became his heir. This was after his death.
8. It is not possible for me to climb the Everest. It is beyond my power.
9. General Franco conquered the whole of Spain.
10. It was a good scheme. It was well thought out. It was splendidly executed.

(7) Combine the following set of sentences into one simple sentence by using one of more of the methods indicated above :—

1. He fought against his enemy alone. He was without a friend. He continued this fight for 25 years
2. He came in time. He was able to save his friend from execution This overjoyed Pythias.
3. You are my saviour. You have extricated me from trouble. You owe my gratitude. It is sincere.
4. James Meston was the Lieutenant-Governor of the United Provinces. He rendered a great service to the people of the province. He opened Vernacular Schools. They were opened in all the chief towns and villages.
5. Depleix had no opportunity to prove his innocence to his Government. He was surrounded by ambitious rivals. He was thwarted by an angry company. Dupleix accordingly fell a victim to these forces against him. They were overwhelming.
6. He ran to the front rank. He seized his gun. He fired on the enemy. He hit two or three of them with one bullet.
7. Stephenson worked at his engine for a long time. He was at last able to make one. It gave him great pleasure. This engine was strong enough to draw several tons of coal.

8. The lion was caught in a net. The net was spread by a hunter. The lion roared helplessly. The mouse came creeping softly. It cut the net and freed the lion.

9. The post of a clerk had fallen vacant. No one applied for it. Ram applied for it. He was appointed.

10. Tiger is the name of my dog. One day he saw a monkey. The monkey was carrying away my hat. He ran after it. He compelled it to let go the hat.

(B) **Combination of two or more simple sentences into a compound sentence.**

Two or more simple sentences can be combined into one compound sentences in the following ways :—

(1) **By using Cumulative Conjunctions** ; *and, as, well as, both, not only,......but also.*

He was punished. He was fined. (*Simple*)
He was punished *and* fined. (*Compound*)
He was punished *as well as* fined. ,,
He was *both* punished *and* fined. ,,
He was *not only* punished *but also* fined. ,,

(2) By **using Alternative Conjunctions** ; *either-or, neither nor otherwise else* and *or*.

He must work. He would starve without work. (*Simple*)
He must *either* work *or* strave. (*Compound*)
He must work, *otherwise* he would starve. ,,
He must work, *else* (*or*) he would strave. ,,
He is not a fool. He is not a knave. (*Simple*)
He is *neither* a fool *nor* a knave. (*Compound*)

(3 **By using Adversative Conjunctions** ; as. *but, still, yet, however, nevertheless, whereas, while only.*

He is poor. He is contented. (*Simple*)
He is poor *but* contented. (*Compoud*)
He is poor, still (*yet, however, nevertheless*) he is contented. ,,
Wisemen love truth. Fools shun it. (*Simple*)
Wisemen love truth, *whereas* (*while*) fools shun it. (*Compound*)
She has many virtues She is irritable, (*Simple*)
She has many virtues, *only* she is irritable. (*Compound*)

(4) **By using Illative Conjunction** ; as *therefore, so, then* and *for.*

The candidate came late. He was not allowed to enter the examination hall. (*Simple*)
The candidate came late, *therefore* (*so*) he was not allowed to enter the examination hall. (*Compound*)

The candidate was not allowed to enter the examination hall, *for* he was late. (*Compond*)

(5) **By using a Relative Pronoun or a Relative Adverb in the continuative sense.**

I shall go to Bombay. Here I shall settle down as a merchant. (*Simple*)

I shall go to Bombay, ***where*** I shall settle down as a merchant. (*Compound*)

I shall give you my servant. He will help you in every way. (*Simple*)

I shall give you my servant, ***who*** will help you in every way. (*Compound*)

EXERCISE

(1) Combine the following sets of simple sentences into Compound Sentenc :—

1. He educated the poor boy. He gave him food and shelter.
2. These boys are honest. They are industrious. They are well behaved.
3. I will go to the market. I will make some purchases.
4. The prisoner escaped from jail. He hid himself in the jungle. He was never heard of again.
5. The fort must be surrendred It will be destroyed otherwise.
6. She was extremely sorry. She did not sob. She did not weep.
7. At six I left my study. I took up my cane. I went out for a walk.
8. The sick man could not leave his bed. He was too weak to do so.
9. A king is honoured in his own country. A learned man is honoured everywhere.
10. My friend is gentle. He is straightforward. He is timid. He is shy.
11. He failed to win the battle. He was afraid of risking his own person in it.
12. Kabul is a large town. Here rich Afghans reside.
13. You were his rival. You have now realised the value of his friendship. Now you are his helper.
14. I appreciate your part in this noble undertaking. You should have considered over it. You should have then undertaken it.

15. There is no joy in such a life. There is no beauty in it. Men have not learnt to alleviate the miseries of mankind by the exercise of kindly feelings.

16. The pygmises had no fear of their b other giant. They played over his body. They pricked their arrows into his skin. They tormented him in many ways.

17. All work is noble. It must be done with a noble apirit. Indolence is ruinous.

18. In the Parliament Walpole looked serious. He also looked business like. In his house he was fond of jokes. He was careless too.

19. Caesar was proud. Brutus killed him for this reason. Caesar was noble. Brutus honoured him accordingly.

20. It was intensely cold. Snow was falling heavily. He had an important mission to fulfil. For this reason he did not hesitate to go out.

(C) Combination of two more simple sentences into a Complex Sentence.

Two or more simple sentences can be combined to form Complex Sentence by converting them into subordinate clauses

[1] *The use of the Noun Clause as Subject* :—

I will befriend him. It is known to him. (*Simple*)

That I will befriend him is known to him. (*Complex*)

[2] *The use of the Noun Clause as Object*—:

I will befriend him. He knows it. (*Simple*)

He knows *that I will befriend him* (*Complex*)

[3] *The use of the Noun Clause as Complement to a Verb* :—

He did not study properly. He therefore failed. (*Simple*)

The result of his not studying properly was *that he failed*. (*Complex*)

[4] *The use of the Noun Clause 'in Apposition'* :—

The Germans were preparing to invade Poland.

This news spread by the Times (*Simple*)

The news *that the Germans were preparing to invade Poland* was spread by the Times. (*Complex*)

[5] *The use of the Noun Clause as Object to a Preposition* :—

It is to be seen how he conducts himself in future.

His progress depends on *how he conducts himself in the future* (*Complex.*)

EXERCISE

Combine the following sets of simple sentences into a Complex Sentence making use of a Noun Clause:—

1. You are industrious. There is no doubt about it.
2. The poor fellow was without a protector. It was the cause of his ruin.
3. Where do you live ? Please inform me about it.
4. It is as sure as anything.
5. You have come back safely.
6. Rain did not fall this year. No one can tell the reason.
7. The murder took place sometime back. No one can tell the exact time.
8. How am I to get rid of that difficulty? It is a problem to me.
9. A Greek sage gave us the advice. He asked us to know ourselves.
10. What have you said ? He cannot rely on you.
11. The graveyards are frequented by ghosts. This story was told by him.
12. The little boy can still point out the place. He was born at this very place.

[6] ***The use of the Adjective Clause*** :—

The town is a large city. He lives here. —*Simple*

The town where he lives is a large city. *Complex*

The sick man is quite cured. He was under the treatment of Dr. Bhalley. *Simple*

The sick man, *who* was under the treatment of Dr. Bhalley, is quite cured. —*Complex*

EXERCISE

Combine the following simple sentences into a Complex Sentence by making use of the Adjective Clause :—

1. Some people die young. Surely gods love them.
2. You are reading a book. Tell me its name.
3. The ship fought bravely. It was at last sunk.
4. The lion invited a Brahman to his den. He had a gold bangle to give him.
5. You came to see me yesterday. I can tell the time of your coming.
6. The giant played with the pygmies. He loved them dearly.

7. It is the same pencil. I gave it to him yesterday.

8. Caxton was a poor man. He introduced the printing press in England.

9. I met my brother yesterday. He gave me a beautiful cane. Unfortunately I have lost it.

10. Please explain to me the method of solving this problem. Our teacher has just taught it to you.

[7] *The use of the Adverb Clause*

(*a*) He will be rewarded. He stands first. —*Simple*
He will be rewarded *because he stand first.* —*Complex*

(*b*) I live at thc same place. Tnere my grandfather lived. —*Simple*
I live *where my grandfather* lived. —*Complex*

(*c*) This boy is intelligent. Krishna is equally so. —*Simple*
Krishna is as intelligent *as this boy is.* —*Complex*

(d) He will rise. But he must get an opportunity. —*Simple*
He will rise *if he gets on oppórtunity.* —*Complex*

EXERCISE

Combine the following sets of simple snntences into a Complex sentence by making use of the Adverb Clause :—

1. For four or five days he had nothing to eat. He died this morning on this account.
2. It is very easy. Even a boy can do it.
3. Do not make a noise. The teacher will punish you.

Exercises (Miscellaneous)

Combine the following sets of simple sentences into one *Compound or Complex sentence*, whichever is appropriate :—

1. I marched on eagerly with Wali. We both were anxious to solve as quickly as possible a difficult problem. It was to surmount the barrier.

2. He went to the Pyramids for the first time. There he met a number of Arabs. They were hanging about in the neighbourhood. They wanted to receive presents on various pretences.

3. I did not wait long. Soon my old friend came up. He had just recovered from a severe fit of sickness. He wore his nightcap, nightgown and slippers. He embraced. me cordially. He give me the history of his indisposition. He then led me to his room.

4. The definition of a ture gentleman is this. He never

inflicts pain. He is mainly occupied in removing obstacles, The obstacles hinder the free action of those about him.

5. A book is essentially not a talked thing. It is a written thing. It is not written with the view of mere communication. It is written with the view of permanence.

6. You should not read to contradict and confute. You should not read to believe and take for granted everything. You should not read to find talk and discourse. You should read to weigh and consider.

7. A fox saw a bunch of grapes hanging from a vine. They were high up. The fox could not reach them. The grapes were very juicy. He jumped high to have them. He went away disappointed. When he was going away, he said, "The grapes are sour."

8. Newton discovered the Law of Gravitation. He did it after deep meditation. The law is this. Each particle of matter draws towards itself every other particle of matter with a certain force. This force is proportionate to its mass and distance.

9. He was going home. Just then he was run over by a car. The car was coming from the north. It was coming with full speed. It was driven by a driver. The driver seemed drunk.

10. They left the shores of the Eastern Sea. He then turned westward. He walked across India. He now reached a beautiful spot. It was here that Dwarka stood. Dwarka was a beautiful city.

11. The Thar is a desert in India. It was once a fertile valley. The river Hakra flowed through it. There was a sudden change of seasons. Rains stopped. The beautiful spot became a waterless area of arid sand.

12. I cannot possibly part with this picture. It is the picture of one of my near relations. I loved him dearly. You can have another. I can spare it. I will, however, wish to get it back after some time.

13. There was once a hermit. He had kept a cat. The object of keeping it was to keep off the rats. He had to keep a cow to get milk for the cat. Now he had to keep a man to look after the cow.. Thus his family grew. He had wanted to avoid these very worries.

14. Socrates was the son of a poor sculptor. He was a great philosopher. He was the teacher of Plato. Plato later on taught Aristotle. Aristotle was the tutor Alexander.

Alexander was the king of Macedonia. Macedonia is a country in the North of Greece.

Transformation of sentences.

N. B.—It is of utmost importance that students should be given practice in various ways of expression. This chapter is intended to provide them some exercise in the Transformation of Sentences.

(A) Transformation from Assertive into negative and vice versa.

(1) It is *probable* that the Germans may invade Poland. —*Assertive*

It is *not improbable* that the Germans may invade Poland. —*Negative*

(2) She *likes* her brother —*Assertive*

She *dose not dislike* her brother. —*Nagative*

EXERCISE

[1] Convert the following Assertive sentensence into Negative forms without changing the sentences :—

1. Pratap Singh loved his motherland.
2. He sometimes fell into an error.
3. The disobedient son failed to obey his father's precepts.
4. This little child is very much similar to her mother.
5. Everyone will die in course of time.
6. Human beings are ruled by passions.
7. Help the poor and the needy on all occasions.
8. The Spartans were full of valour.
9. The Indian National Congress has done splendid service to our motherland.
10. The scoundrel deserves sound beating only.
11. Happy are they who live for others.
12. Our country has the capacity to feed countless millions.
13. He has several friends to take care of him.
14. There are many who deny the existence of God.
15. Only he deserves true glory.

[2] Convert the following Negative into Assertive sentences without changing the sense :—

1. His presence there was not unexpected.
2. None who is quarrelsome is welcome in society.
3. The world is nowhere without a crime.
4. The brave never stand in disfavour of fortune.

5. Nothing good can be accomplished without national unity.
6. We are not without hopes of such unity.
7. The doctor did not allow the patient to eat any food.
8. Kalidas has earned a never-dying fame as a poet.
9. The disease was such as could not be cured.
10. The fort of Bharatpur had never been conquered before the 19th century.

(B) Conversion of Assertive into Negative-Interrogative sentences.

[1] Every one will mourn the death of that noble ruler. —*Assertive*
Who will not mourn the death of that noble ruler? —*Negative-Interrogative*

[2] He is your brother. —*Assertive*
Is he not your brother? —*Negative Interrogative*

EXERCISE

Convert the following from Assertive into Negative-Interrogative or from Negative Interrogative into Assertive sentences as the case may be :—

1. Breathes there the man who was never imbued with patriotism.
2. Does not each of us expect good behaviour from his neighbour?
3. Who will not welcome this proposal?
4. Every man is capable of improvement.
5. Asoka was a great ruler.
6. One who repents is pardoned.
7. Asia is the largest continent in the world.
8. Are not saints peace-loving folk?
10. Is there any voice which is unfailing as our guide as the voice of our innerself?
11. Uneasy lies the head that wears the crown.
12. Is not so-called religion a great disturber of the peace of the world?
13. Brutus was led by jealousy when he killed Caesar.
14. Did I not do everything to save you from death?
15. Queer are the ways of Providence.

(C) Interchange of Negative and Interrogative sentences.

[1] There is no smoke without fire. —*Negative*
Is there any smoke without fire? —*Interrogative*

[2] One will never knowingly jump into a well. —*Negative*

Who will knowingly jump into a well? —*Interrogative*

EXERCISE

Change the following from Negative into Interrogative ences and *vice versa*:—

1. Who is as strong as an elephant?
2. I have never seen such a wonderful beast.
3. You should not leave this work undone.
4. No one desires bad treatment from others.
5. Idlers can never hope for success.
6. Where is the man who never reflects on the fickleness of human fortune?
7. Who can escape the ravages of time?
8. Knowledge cannot be stolen.
9. Why have you come here to lose your all?
10. When did I leave you helpless?

(D) Interchange of Assertive and Exclamatory sentences.

[1] Oh! that I had the wings of a dove. —*Exclamatory*

I wish I had the wings of a dove. —*Assertive*

[2] Alas! he is undone. —*Exclamatory*

It is so sad that he is undone. —*Assertive*

EXERCISE

Convert the following from Exclamatory into Assertive sentences:—

1. What a havoc the war has brought!
2. Woe betake thee!
3. May you live long!
4. What I would not give for such a masterpiece!
5. Fie on you for having done it!
6. Woe to that manhood which is transient!
7. Ah! so you have ventured to come out.
8. Oh! that this spot were a bit of heaven on earth.
9. Oh! you were so foolish as to commit this crime.
10. How angelic the voices of these children are!

(E) Different ways of expressing Conditional sentences.

[1] By using *If*, *Unless In case*, *But*, *for* and *Provided.*

1. *If* you work, you will be happy.

2. *Unless* you work, you will *not* be happy.
3. *In case* you work, you will be happy.
4. *But for* work you will not be happy.
5. *Provided* you work, you will be happy.

[2] By omitting *If*.
Should you work, you *would be* happy.
Had you worked, you *would have been* happy.
Were you to work, you *would* be happy.

[3] By using the participle *Supposing*.
Supposing it were right, what is the good of it?

[4] By using *a Verb in the imperative mood.*
Work and you will be happy.

EXERCISE

Transfrom the following sentences in as many ways as you can :—

1. Take care of the pence and the pounds will take care of themselves.
2. But for your generous help I could not hope to pay off my debts.
3. If rainfall is plentiful, peasents are happy.
4. Had man been without a stomach, God's creation would not last a day.
5. Does he speak the truth? Then he will be admired for his boldness.
6. Supposing the ox is not of any service to him, he should not leave it in its old age.
7. In case he loses his health, he loses much.
8. I will not undertake that duty unless I am assured of complete success.
9. If desires were horses, fools would ride them.
10. Had the teacher been clever enough, he would not have let the boys detect his mistakes.

(F) Different ways of expressing a contrast.

[1] By the use of the Conjunctions—*though, although, as, notwithstaning, however, at the same time, all the same.*

1. *Though* he is honest, he is poor.
2. He is honest, *although* he is poor.
3. Poor *as* he is, he is honest.
4. He is honest *notwithstanding* that he is poor.

or

Notwithstanding his poverty he is honest.

5. He is poor, *however* he is honest.
6. He is poor: but honest *at the same time.*

7, He is poor ;*all the same* he is honest.

[2] By the use of *the Conjunctive Phrase 'even if*.

Even if he failed, he would not be discouraged.

[3] By the use of *the Participle 'Admitting'*.

Admitting that he is poor, he is honest.

EXERCISE

Transform the following sentences in as many ways as you can :—

1. Tell me if I have a friend, though a friend I am never to see.
2. Although I gave him money, he would not do my work.
3. Even if I were to tear my heart open, he would not believe me.
4. A man is a man, although he is a pariah.
5. Notwithstanding that he rolls in wealth, he is gasping for the last breath.
6. However clever one may be, one cannot be infallible.
7. Brave as he was, he was overwhelmed by numbers and killed.
8. The Rajputs had many noble qualities, yet they could not retain the hold in India on account of their sloth.
9. You are guilty ; however, I pardon you.
10. The teacher was rather angry with the noisy class ; all the same he continued to teach it.

(G) Use of the word 'too.'

I am *too weak* to stand up=

I am *so weak that I cannot* stand up.

EXERSICE

Transform the following sentences by omitting "too" :—

1. He is too simple to settle the matter.
2. The news is too horrible to be believed.
3. It is too cold today to move out.
4. Germany proved too strong for Austria.
5. Mr. Goel speaks too fast in the class.
6. The servant is too old for any work.
7. You are too much after riches.
8. Don't be too eager for monetary gain.
9. The problem is too easy to be set.
10. It is never too late to mend.

(H) Interchange of the Degress of Comparison of Adjectives.

Bombay is the *most beautiful city* in India.
[Superlative Degree]
Bombay is *more beautiful than any other city* in India.
[Comparative degree]
No other city in India is as beautiful as Bombay.
[Positive degree]

EXERCISE

Rewrite each of the following sentences changing the degree of comparison of the Adjective :—

1. Satish is the best boy of the class.
2. This tree is taller than any other tree in the forest.
3. No other city is as rich as New York.
4. Kohinoor is the most valuable diamond in the world.
5. Ashoka was the most peaceful ruler the world has ever seen.
6. Some birds can fly swifter than a train.
7. One man is as good as another.
8. Cherapunji is the wettest place in the world.
9. China is poorer than India.
10. Death is the most horrible thing for a coward.
11. He is the eldest of the three brothers.
12. He was more flogged than cared for by his cruel master.

[I] Transformation by the interchange of the phrases, ***no sooner than, as soon as,*** **and** ***the moment.***

The *moment* he saw me, he ran to me.

As soon as he saw me, he ran to me.

No sooner did (had) he see (seen) me *than* he ran up to me.

N. B.—'*No sooner*........... *than*' *is used with Past tense only.*

EXERCISE

Rewrite the following sentences replacing one phrase by another as illustrated above :—

1. As soon as I finished my meal, I started for my office.
2. The moment the lion saw the hunter, he ran away.
3. As soon as you finish your lesson, come to me.
4. No sooner had he left college then he was employed as a teacher.
5. As soon as the college is closed, boys go home.
6. No sooner thought than done.

7. The moment our country gets an opportunity to rise, it will outstrip all others in progress.

8. Wash your hands and face as soon as you leave your bed in the morning.

9. The moment one hears of success, one feels overjoyed.

(J) Interchange of simple and compound sentences.

(1) He came to me an delivered the message. *(Compound)*
Coming to me, he delivered the massage. *(Simple)*

(2) Speak or I fire. *(Compound)*
In case of your silence I will fire. *(Simple)*

(3) He was irritable, but he was kind-hearted. *(Compound)*
In spite of his being irritable he was kind-hearted. *(Simple)*

EXERCISE

(1) Rewrite the following simple sentences as Compound ones :—

1. She was both rich and generous.
2. In spite of putting in hard labour the boy failed.
3. In the event of your failure in this test, you will be stranded.
4. Having lost the opportunity to improve, he remained as dull as before.
5. Timur spared neither old nor young.
6. Practice will make you perfect.
7. It is by kindness that man can be happy.
8. Nowithstanding his education he lacked common senes.
9. The enemy came close behind him.
10. The boy not paying the fine, the headmaster caned him.
11. Being tired I sat down.
12. To escape arrest the thief jumped across the wall.

(2) Rewrite the following compound sentences as simple ones :—

1. Pray to God and you will have his mercy.
2. He fell into the river and was drowned.
3. Though I love you, you always speak ill of me.
4. Krishna was baby, but he killed a demon.
5. Yield or die.
6. He came to his house and desired to seek his views on that point.

7. Interested people are against it, yet the Indian National Congress will fulfil its noble aspirations.

8. He was slow and steady, and so he won the race.

9. You should gird up your loins and do the right.

10. He had many noble qualities, yet he was never admired.

11. Try hard and you will no doubt succeed.

12. Napoleon was not only a great soldier, but he was also a great statesman.

13. He was wise, yet he was led into that mistake.

14. The English wished to have the Punjab and they found an excuse to annex it.

15. Please sit down and eat to your heart's content.

(K) Interchange of Compound and Complex sentences.

1. Try hard and you will pass. (*Compound*)
   If you try hard, you will pass. (*Complex*)
2. I live near a garden and it is close to my school. (*Compound*)
   I live near the garden which is close to my school. (*Complex*)
3. Work or you will starve. (*Compound*)
   Unless you work, you will starve. (*Complex*)

EXERCISE

(1) Transform the following compound sentences into complex ones:—

1. The modern nations are very powerful, but they do not enjoy peace.
2. I ask you to work thus and you should act accordingly.
3. Laugh and you are beaten.
4. Cawnpore is my native city, aud it is the richest town of the United Provinces.
5. I consoled the little boy, still he went on sobbing.
6. Fill your heart with good spirits and the bad ones will flee of their own accord.
7. The Greeks were courageous, but they lacked the noble quality of mercy towards their enemy.
8. All the world is a stage, and men and women are actors in it.
9. He will die but will not yeild an inch of land.
10. Washington retired to Mt. Vernon and there lived in peace.

11. Do my bidding and you will be happy.
12. Waste not, want not.
13. There is discontentment, but there is progress.
14. He did well in the examination and he got the prize.
15. Come to me and then we shall talk over the matter.

(2) Transform the following sentences into compound once :—

1. He did not come because he was ill.
2. The lion is as noble a beast as the tiger.
3. Elephants are found in the jungles of the Tarai where it is cool and shady.
4. I gave him a sound piece of advice, which he never listended to.
5. If nations disarm themselves, the world may become heavenly.
6. It was fine weather when we left out home.
7. I have selected a person who will execute your order.
8. Since there is nothing to be done, I intend to sleep.
9, I shall not attend the feast unless I am invited.
10. We eat that we may live.
11. When our earth has turned its back on the sun, night falls.
12. Do not walk fast lest you should stumble.
13. I have a house which can accommodate five hundred residents.
14. Though every one seeks her, fortune favours the brave alone.
15. The sum was so difficult that it could not be solved.
16. He fell under suspicion because he advertised his sudden illness.

(L) Transformation by replacing one part of speech by another.

Consider the following examples :—

1. This news gave him *pleasure*. (Noun)
   This news *pleased* him. (Verb)
   This was *pleasant* news to him. (Adjective)
2, Italy *attacked* Albania. [Verb]
   Italy directed her *attack* on Albania. [Noun]
3 He behaved *wisely*. [Adverb]
   He behaved like a *wise* man. [Adjective]
   He behaved like a man of *wisdom*. [Noun]

EXECRISE

[1] Change the constraction by replacing Nouns in italics by Verbs :—

1. There is no *abatement* of her fever.
2. The Germans have made an *alliance* with Italy.
3. He tendered an *apology* for his mistake.
4. Your indolence is a *bar* to your improvement.
5. They will have to be in *conformity* with our views.
6. There could be same *settlement* between the Hindus and the Muslims.
7. The witness could not detect the *identity* of the criminal.
8. We will make an *inquiry* into the circumstances.
9. There is no *justification* for the crime.
10. The teacher had a *prejudice* against the boy.

[2] Replace the Nouns in italics by Adjectives in the following :—

1. Sohan was a man of *reason*.
2. The proposal was not worthy of *acceptance*.
3. He is so much imbued with *ambition* that he will do anything for its *achievement*.
4. This good manager can well bear *comparison* with his predecessors.
5. He died of physical *exhaustion*.
6. Europan merchants were noted for *honesty* in their dealings.
7. There is much *jealousy* between the two class-fellows.
8. There should be no *neglect* of interest on your part.

[3] Replace the Nouns in italics by Adverbs in the following :—

1. This work was done with *honesty*.
2. The teacher behaved with *strictness*.
3. This boy will pass the examination in all *probability*.
4. He attempted to escape but without *success*.
5. The host received his guest with a great *joy*.

[4] Replace the Verbs in italics in the following by Nouns or Adjectives, whichever is suitable :—

1. The quarrel *resulted* in bloodshed.
2. Human beings *are entitled to* get food and shelter from their Creator.
3. The man was amazed at the might of the big elephant and so he *behaved* in a foolish manner.
4. The priest *blessed* the kind-hearted man.
5. You *should not boast* of your wealth.
6. Everyone *is capable* of excelling in something.

7. The commission agents *are allowed* some money for travelling.
8. His death was *attributed* to cholera.
9. I *believe* in your words.
10. Don't *blame* me for treachery.
11. He *rushed against* the enemy and *defeated* him.
12. Punishment *deters* a person from crime.

[5] Replace the Adverbs by Verbs in the following :—

1. The general *successfully* quelled the mutiny.
2. It was a *surprisingly* glorious deed on his part.
3. I say, *surely* you will pass.
4. She looked *blushingly* at her benefactor.
5. Akbar was *admittedly* a clever ruler.

N. B.—(1) *For interchange of Active and Passive Voices consult the Grammar Section.*

(2) *For interchange of Complex and Simple sentences see articles on Clause-Analysis in the Grammer Section.*

(3) *For transformation from the Direct into the Indirect form of narration and vice versa refer to the Grammer Section.*

Common Errors

Study carefully the correct forms given below :—

He will never tell a lie	[not *speak*]
I am stronger than he [is]	[not *from*]
He has been ill since Sunday.	[not *from*]
I wish I were rich	[not *was*]
We enjoyed ourselves at the circus	[not the 'Reflexive']
May I come in Sir?	[not *can*]
I ordered a cup of tea	[not *ordered for*]
I am angry with him.	[not *upon*]
Each of us has his blanket.	[not *have their*]
His hair is white.	[not *hairs*]
I do not care you.	[care = have regard for]
I do not care for you.	[care for = look after]
He helps the poor	[not *poors*]
He took revenge on me.	[not *from*]
Nur Jehan was married to Jehangir	[not *with*]
Many *a man* dies unknown.	[not *die*]
Light the lamp	[not burn]
I go to bed at 10 o'clock and sleep eight hours.	[not *sleep*]

He **refused** to yield to me.	[=refused my *order* or *request* to yield]
He **denied** having yielded to me.	[denied = *contradicted the statement* about yielding]
The boy fell **into** the well.	[not *in*]
The **scenery** of Switzerland is charming.	[not plural]
The natural *scenes* of Switzerland are charming.	[plural is correct]
He writes **poems**.	[not *poetries*]
He writes **poetry**.	[opposite of prose stuff]
Do not **make a noise**.	['make noise' is wrong]
All the **members of his family** are safe.	[not *family member*]
He went home **to rest**.	[not *for resting*]
He was **wearing** a shirt while on duty.	[not *putting on*]
He was **putting on** a shirt when the wasp stung him.	[indicates the act]
He sat **in** the shade of the tree.	[not *under*]
He is tired **of solving** sums.	[not *to solve*]
He lives in a **boarding house**.	[not *boarding*]
A can do a **piece of work**.	[not *a work*]
Rama obtained **pass marks**.	[not *passing*]
Where is your **copy-book**?	[not *copy*]
He applied for a **free studentship**.	[not *freeship*]
She consoled the boy **whom** the teacher had punished.	[not *who*]
Give me some [*or* a piece of] **blotting paper**.	[not *blotting*]
Gopal is **our common friend**.	[not *mutual*]
The **date of his birth** is forgotten.	(not *birth date*)
Lend me your **pen holder**	(not *holder*)
He left by the **half past five o'clock train**.	(note expression)
He left by the **4·30 train**.	(note expression)
He left by the **4 P. M train**.	(note expression)
He left by the **4 o'clock train**.	(note expression)
His house is **superior to** mine.	(not *than*)
He worked **the whole** (or **all**) day	(not *whole days*)
The whole of India (**All India**) mourned his death.	(not *whole India*)
Distribute the apples **among** the boys.	(not *to*)
I **have** my dinner at 1 P. M.	(not *take*)

I **begged of** him a favour.	(not *begged*)
Give me **a little** food to satisfy my hunger	(not *little*)
He **took leave of** me.	(not *took my leave*)
He has **much work to do**.	(not *many works*)
This is **news** to me.	(not *a news*)
The **furniture** in his house is **old-fashioned**.	(not plural)
There is no **room** in the car.	(not *place*)
One must obey **one's** superoior.	(not *his*)
Ram *as well as* Krishna is a god.	(not *are*)
The culprit was **hanged**.	(not *hung*)
The picture was **hung** up.	(not *hanged*)
He finished the work two days **ago**.	(not *before two days*)
The train **reached** Howrah in time	(not *reached to*)
Bhim was stronger than **all other men**.	(not *all men*)
She speaks very **slowly**.	(not *slow*)
He **took** the High School Examination.	(not *gave*)
I **have been** working for 3 years.	(not *am*)
He said that he **would** work hard.	(not *will*)
Either of them **is** a rogue.	(not *are*)
Neither Ratan nor Shamoli **is** naughty.	(singular)
Neither he nor I **am** poor.	(not *are*)
Neither he nor you **are** rich.	(not is)
The ship **sank**.	(not *drowned*)
Place the lamp on the table.	(not *keep*)
Quinine is **very** bitter.	(not *too*)
Open the book **at page twenty**.	(note expression)
He caught **him by the** neek.	(not *his*)
A white and a black cow **belong** to him	(two cows)
A white and black cow **belongs** to him.	(one cow)
The box with all its contents **was** stolen.	(not *were*)
Althought he is poor, **(yet)** he is honest.	(not but)
The examination will begin **on** Friday.	(not *from*)
He is the same boy **as** I had seen before.	(not *whom*)
There is great love **among** the five brothers.	(not *between*)
If you **work** hard, you will succeed.	(not *will work*)

COMMON ERRORS (*contd.*)

I have secured **a plot (a piece) of ground** in the Cantonment area. (not *a ground*)

We have never met **such a** rogue. (*not a such*)

You cannot reach the railway station in time **unless** you walk fast. (not 'you *do not* walk fast')

I went home **last summer**. (not *in the last summer*)

Sit **at** the door. (not *on*)

Do not laugh **at** the old man.(not *on*)

This house is **much larger** than the other one. (not *very larger*)

The clock has **struck four** (not *four hours*)

He gave me **the little** money he had. (not *little*)

I expect a letter from my friend **in a week**. (not *after a week*)

I **expect** punishment. (not *expect for*)

I **expect** he will punish me. (not *hope*)

I **hope** he will reward me. (Note the use of *hope*)

I **hope for** a reward. (not *hope a reward*)

You joined this institution three months **ago**. (not *before*)

I must finish writing this paper **before** 10 o'clock. (not *within*)

It is **very** cold this morning. (not *much*)

He is **much** obliged to you (not *very*)

He has **an important piece of business** today. (not *an important business*)

No sooner **had he seen me** than he stood up. (not *he had seen me*)

No sooner **did he see me** than he stood up. (not *he saw*)

I entertain **too high an opinion** about the Vice-Principal (not *a high opinion*)

Write **in red ink with the** pen (not *with* red ink *by* the pen)

He **said to me** that he was going to Lucknow, but his brother **told him** that he must stay at home. (Note '*said to me*' and '*told him*')

Sanskrit is my favourite subject. (not *the Sanskrit*)

Madho **failed** in the High Scool Examination. [not *was failed*]

Do not **listen to the** advice of false friend. [not *hear the advice*]

The Germans **attacked** the Russians. [not *invaded*]

We **wrote** the letter last evening. [not *have written*]

He **had worked** three hours when I met him. [not *worked*]

We **called at his house**, but he was not at home. [not *called at his*]

Premchand excels **all the other** Hindi novelists. [not *all the* Hindi novelists']

He said that he **was** a fool. [not *is*]

He advised me **to apply** for that post. [not *for appyling after that post*]

The Parsees **worship fire**. [not *use to worship*]

Promotions **will be made** on the 10th of May. [not *will be given*]

You **need not go** there [not *to go*]

He **denied** that **he had stolen** the book. [not *he had not stolen*]

I *don't know* **anything** about this affair. [not *nothing*]

My father went to Lucknow **by rail**. [not *by the rail*]

He wrote a letter to **Mr. Kapur.** [not *Mr. Kapur Esq.*]

I request **the favour of your coming** to my house. [not *your favour of coming*]

I **hope** that you will be **kind to me.** [not '*I request* that you will be *kind upon me*.']

I have a **bad** headache. [not *strong*]

Did you inform his father that he **had been** punished? [not *has been*]

Please put this mark **against** the name of each student. [not *to*]

This thing cost me **a hundred** rupees. [not *hundred*]

Wicked boys **do not care a fig** for their teachers. [not *care a fig for*]

I **shall be** glad to **accompany you home** and hope you **will provide me with** all comforts. [not 'I *will be* glad to *accompany with* you *to home* and hope you *shall provide me all comforts*.']

I am deeply involved **in** bebbt. [not *with*]

Love will win friendship; hatred will **lose** it. [not *loose*]

I shall come back in **an** hour. [not *a*]

I **was born** in 1923. [not *took my birth*]

Mahesh **begot** a son. [not *gave birth to*]

His wife **gave birth to** a son. [not *begot*]

He will come on **Tuesday next** [not *on next Tuesday*]

He is **addicted** to drinking. [not *devoted*]

Ramu is **devoted** to his studies [not *addicted*]

Sethji **speaks** very good Urdu. [not '*says*]

If I **do not prepare** my lesson, I **shall be** punished. [not *shall not prepare*' and '*will be.*' Avoid *then* after *lesson*.]

He **lay** on the ground and died [not *lied* or *laid*]

Nothing is left with me except a few **pice**. [not *pices*]

He came **to** my house. [not *at*]

He has given me **no** books. [not *no any*]

Mr. Jones **is likely to** depart **in a** few days. [not Mr. Jones *will likely depart after a few days.*]

He offered me an opportunity **of going** to Sitapure. [not *to go*]

He **and I** returned home. [not *I and he*]

One should pray **to** God every day. [not *pray God*]

What **is the cart** used **for** ? [not '*What for is the cart used ?*]

Writing is improved **by** practice. [not *with*]

Moti does not know **where the boys are**. [not *where are the boys*]

A **gang** of labourers **is** working on the road. [not *a group* and *are*]

Such expressions **sound harsh** [not *harshly*]

I **will** help you in need. [not *shall*]

This is the man **who**, everybody said, was pious. [not *whom*]

Yours obediently, [not *your's*]

Its uses are many. [not *it's*]

I **abstained** from meat. [not *refrained*]

He was absent **from** school yesterday. [not *in*]

Many boys have **been admitted to** the College this year. [not *taken admission in*]

Ramesh tried to **pick a quarrel** with me, but **I refused** to quarrel with him. [not *to pick up a quarrel* and *denied*]

I read **the** Gita daily. [not *Gita*]

The son **resembles** his mother in features. [not *resembles to*]

This man is very useful **to** me. [not *for*]

The Jama Masjid of Delhi is **a place worth seeing**. [not *worth seeing place*]

Is this mango good **to eat** ? [not *for eating*]

It is **a** quarter to nine **by** the College clock. [not *quarter to nine* and *in*]

Wanted a young man as *steno typist*. [not *a steno-typist*]

Where are my *glasses* [or *spectacles*] ? [note plural]

His **circumstances** do not allow him to work here any longer. [not *circumstance*]

None of the twenty boys **is** present. [not *are*]

Bread and butter **is** wholesome diet. [not *are*]

The teacher **gave a test** in Mathematics. [not *took*]

His son **is dead (has died)**. [not *is died*]

He said that he **would** soon send him money. [not *will*]

I have **sent him word** to come. [not *a word*]

He went home **the** day before yesterday. [not *the* is necessary]

What a fool **you are !** [not *are you*]

Where is your **pen-holder ?** [not *holder*]

Please write to him **to** this address. [not *on* or *at*]

Divide this food **into** three parts. [not *in*]

He was **too** weak to walk. He was **so** weak that he could **not** walk. *(Both) expressions mean the same things.)*

He was **very** weak. [not *too*]

On our way to the station we met a beggar. [not *in*]

I am very desirous **of going** to Lucknow [not *to go*]

He has **business** here. [not *a business*]

I perfer this boy **to** that. [not *than*]

Not to speak of men [*or* **To speak nothing** of men] even women are eager to fight in this war. [not *what to speak of*]

Our **school team** has won the match. [not *school's team*]

SIMILAR SENTENCES

1. This is a house *of my sister*—This is my sister's house.

This is a house of my *sister's* —This is one of the house belonging to my sister.

2. I walked home *direct*— I walked home without stopping on the way.

I walked home *directly*— walked home immediately.

3. You look *sick*—You appear to be sick just now.

You look *sickly*—You appear to be unhealthy.

4. I *have done* the work—I myself have done the work.

I *have* the work *done*—I have 'got the work done by somebody else.

5. I can do it *alone*—I can do it without the help of anybody.

I *alone* can do the work—I and no body else can do the work.

6. I *was to come* here— It was arranged that I should come here.

I *had to come* here—I was obliged to come here.

I *was to have come* here—I did not come here although it was settled.

7. He arrived home *safe*—When he arrived home he was *safe*.

He arrived home *safely*—He had no difficulty on the way.

8. *As* you are *poor*—Because you are poor.

Poor as you are—Although you are poor, yet.. ....

9. You *seem to be* poor—Your appearance shows that you are poor.

You *seem to have been* poor—Your appearance show that you were poor before.

10 We *shall die* and nobody *will share* our fate—Nobody will share our fate and we are destined to die.

We *will die* and nobody *shall share* our fate—We are determined to die and we *request* that nobody should share our fate.

11 *Let us be honest*—It implies a determination.

May we be honest—It implies a mere wish.

12. It is *a most* interesting play—This play is interesting in a high degree.

It is *the most* interesting play—No other play is more interesting than this one.

13. Do you know *French* ?—Do you know the *French language* ?

Do you know *the French* ?—Do you know the French people ?

14. *May I do* this work ?—I want to do this work but I seek your permission to do it.

Shall I *do* this work ?—I want to know if you wish me to do this work.

15. He is *Kalidas*—He is Kalidas himself.

He is *a Kalidas*—He is like Kalidas.

16. The *jury was* of one opinion—Here the members of the jury are taken as a whole.

The *jury were* of one opinion—Here the members of the jury are taken individually.

17. I *would help* you if I *could*—I would help you if I had the power to help you. I had the will to help you but not the power.

I *could* help you if I *would*—I could help you if I had a will to help you. I had the power to help you but not the intention.

18. He has gone *to sea*—He has become a sailor.

He has gone *to the sea*—He has gone on a voyage

19. I will *go to bed*—I will go to sleep.

I will *go to the bed*—I will go to the bed but not for sleep necessarily.

20. I am *a member of society*—I have not cut off all connection with human beings.

I am *a member of a society*—I am a member of a particular association.

21. He goes *to market*—He goes to buy something.

He goes *to the market*—He goes to the place where the market is held not for buying anything but for a different purpose perhaps.

22. You love me *more than he*—You love me more than he loves me.

You love me *more than him*—You love me more than you love him.

23. We found the book *easy*—We found that the book was easy It was not difficult

24 They *complained to* the man—They brought a complaint before the man against somebody.

They *complained of* the man—They brought a complaint against the man before somebody.

25. Let me *proceed to* the work—Let me begin the work.

Let me *proceed with* the work—Let me resume the work which had been postponed for a time.

26. The two buses arrived *at the same time*—The two buses arrived at one time, say at 7 P. M.

The two buses arrived *in the same time*—The two buses took the same time in the journey before they arrived at a place.

27. He *goes to play*—He goes for the purpose of taking part in a play.

He *goes to the pay*—He goes to a theatre to see the acting.

28. They *set* the wood *on fire*—They burnt the wood.

They *set* the wood *on the fire*—They placed the wood on the fire.

29. I *saw him go*—I saw him leave the place.

I *saw him going*—I saw him when he was on his way.

30. He teaches English *as well as* writes it—He teaches English and also writes it.

He teaches English *as well as he* writes it—He teaches and writes English with equal proficiency.

31. He is the *eldest son*—He is the first born son.

He is the *oldest son*—He is the oldest of all the surving sons.

32. *Who* is your father?—What is your father's name?

What is your father?—What is your father's occupation?

Which is you father?—(*i. e.* among these gentlemen).

33. Tell me *briefly* how to do it—Tell me in a few words how to do it.

Tell me *shortly* how to do it—Tell me in a short time how to do it.

34. *Are* you *going* to Benares ?—The speaker wants to know whether you are going to Benares.

Are you *coming* to Benares ?—It implies that the speaker is also going to Benares,

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CHAPTER IV

WRITTEN COMPOSITION

Letter-writing

Introduction.—In the present-day world the facility of transport and communication has brought the world much closer than it used to be in the past. Unlike our forefathers we are not stay-at-home people We delight in moving about for different purposes—sight-seeing, sports, commerce, employment and study. We daily and hourly meet with new acquaintances, form new friendships and organise new associations. Society has become much more extensive and complex. Accordingly, the exchange of thought has immensely increased in volume. We confer through meetings, newspapers, and letters. There was a time when letter-writing was considered an *art*, but now it has become a *necessity.* A good deal of our work is carried on through correspondence. For a successful man of the world the cultivation of the art of letter-writing is as necessary as the art of conversation or public-speaking.

Essentials of a good letter :—

[1] **Clearness.**—It means that out thoughts must be so clearly expre sed that there is no possibility of an ambiguity. The written letter must be such that it is understood at one reading only.

[2] **Conciseness** —Conciseness requires that the letter must be as short as possible. We should write as we actually think, wish or feel. We should not regard the letter as an essay or a piece of drama. There is no room for oratory or sentimental rhetoric in modern correspondence.

(3) **Completeness.**—In being concise, completeness shoud not be sacrificed. Each fact should be *accurately stated.*

(4) **Courtesy.**—It is said 'courtesy costs nothing.' In writing a letter this should never be ignored. The persons to be addressed should be treated like gentlemen.

(5) **Neatness.**—Neatness means that the letter should be neatly written or typed, nicely folded and placed in a proper sized envelope.

(6) **Effectiveness.**—It is essential in a business or an official letter. It means that the language used should be effective and convincing. The style and selection of words must impress the reader.

Form of a letter:—In writing letter the following points should always be remembered :—

(1) **The letter-heading** consisting of the address of the sender and the date of the letter. For example—

106/172 Lajpat Rai Road,
Cawnpore.
Feb. 25, 1939. [or 25th Feb., 1939]

(2) **The inside address (in business and official letters only).** It should contain the name [or office] and address of the person to whom the letter is written.

For example—[a] Messrs. Matadin Bhagwan Dass.
Collectorganj
Cawnpore.

or

[b] To
The Inspector of Schools.
Allahabad Division,
Allahabad.

[*N. B.*—No comma is put after 'To' above.]

(3) **Salutation or greeting :**—It is different for different types of letters.

(a) For family letter to elders we address as. '*My dear mother,*' '*Dear father,*' and so on.

(b) For family letters to youngers we generally make use of the ***pet names*** or ***short names, e., g.***, '***Dear Munna***' (pet-name) or '***Dear Muqeem***' (half-name).

(c) For letters to friends and acquaintances–'*Dear friend,* '*Dear Ramesh,*' '*Dear Azmat Ali,*' etc.

(d) For commercial letters—Dear Sir, Dear Sirs *or* Dear Gentlemen, according as the party addressed is a single individual or a firm consisting of more than one individual.

(e) For official letter—Sir (*or* Medam)

(4) **Body of the letter** :—It consists of three parts—the introductory paragraph, the chief subject, and the concluding words. In family letters the introductory paragraph is omitted.

(5) **Subscription or complimentary close** :—As in salutation it is different for different types of letters. For example—

(a) For family letters (to relations)—Your loving son, Your dutiful son, Your affectionate son, Yours affectionately *or* Affectionately yours, etc.
For letters to acquaintances or ordinary friends—Yours truly, Yours very truly, Yours sincerely, (to close friends) Your affectionate friend, Yours affectionately, Affectionately yours, Ever yours etc.

(b) For business letters—Yours faithfully or Yours truly.

(c) For official letters—

I have the honour to be (or to remain).
Sir,
Your most obedient servant.

or

I beg to be (*or* to remain),
Sir.
Your most obedient servant,

N. B.—'*To remain*' is written instead of 'to be', in case the writer is addressing the letter to the officer under whom he is *actually serving*.

[6] **Signature**:—It consists of the name of the writer.

In a commercial letter, however, the signature of an individual is not always required. If a firm has two or more partners, any one of the *partners* can sign the name of the firm *without writing his own name or initials*. as—

The Kashmiri Publishing House.
Hospital Road,
Agra.

But if the firm has authorised some one of its *employees* to sign the letter on its behalf, the followin; procedure is adopted—

Per Pro: The Kashmiri Publishing House,
Hospital Road, Agra,
(Employee's name signed by him)
Manager.

Notes—(I) In writing letters to teachers (or superiors)—

Begin—Sir, *or* Dear Sir, *or* Respected Sir,

End—
I am (*or* I remain),
Sir,
Your most obedient pubil,
or
Most obediently yours.

(2) Begin an English letter without using any of the customary forms of politeness used in Hindustani.

(3) Your envelope should be addressed thus—

Stamp

Syt. Dina Nath Nigam,
B A., LL.B,
Vakil, High Court,
CALCUTTA.

The name should be written in full with Mr., Babu, Munshi, or Maulvi, etc, at the beginning *or* Esq., (Esquire) at the end. Be careful not to use both *Mr. and Esqr.*, or *Babu and Esqr.* at the same time. Use Messrs. for a firm ; as —Messrs. Ram Kumar Rameshwar Das, Cawnpore

Specimens of Letters

(a) Letter to relations.

10 Canning Road,
Agra.
Jan. 12, 1939.

Dear Father,

We arrived here the day before yesterday. Your old friend, Dr. Ramanand, who came to meet us at the Fort station, is a fine gentleman. His talks are very entertaining. He knows countless delightful stories, and Munni has become specially fond of him. The old gentleman is like a boy with grey hair. Since we came here he has always been with us. He has shown us nearly all the places of interest in this town.

We like Agra intensely. Mother was highly impressed with the beauty of the Taj and the Mausoleum of Akbar at Sikandra. Munni, on the other hand, preferred the marble toys sold in Tajganj to any of the grand sites. She has purchased a lot of them. I have also bought several models of the historical monument. I am going to Fatehpure Sikri tomorrow to have a look at Akbar's grand capital.

With love to brother and sister,

I am,
Yours affectionately
Shitala

(a) Business Letters.

(1) Letter placing on order.

12 Meston Road, Cawnpore.
11th March, 1936.

Messrs. Nanakji and Co.
Motilal Road,
Allahabad.

Dear Sirs,

Please send at an early date the following books per V.P. Post :—

1. 10 copies of *Arithmetic by P. L. Srivastava* @ Rs. 2/1/- each.

2. 5 copies of *A Digest of General English for VII and VIII* @ Re. 1/. each.

Yours faithfully,
Ram Das.

(2) *Letter in reply to the following advertisement. "For sale—A three-storyed pucca building in Generalganj, Cawnpore. Beautiful look, business centre, cheap. For particulars apply to Box No 215, Allahabad.*

17 Chandni Chowk,
Delhi.
4th March, 1939.

Box No.215,
Allahabad.

Dear Sir,

Will you please send us particulars of the building advertised by you for sale in the "Leader" of yesterday's date? If possible, please send a plan of the building together with the lowest price fixed by you.

Yours faithfully,
Hirachand Manikchand.

(3) *Letter asking for quotations.*

31 Hewett Road,
Lucknow.
20th Feb., 1937.

Messrs. Jai Ram Das Daulat Ram,
Bombay.

Dear Sirs,

Will you kindly let us have as early as convenient your lowest quotation for 20 dozen baby tricyles of Model 15 in your printed catalouge?

We should require thc delivery of half the number in 3 to 4 weeks from the date of the order and the remainder not later than 10th June next.

Yours faithfully,
Shanker Lal Sheo Prasad.

(c) *Official Letters.*

1. *Application.*

10 Patkapur,
Cawnpore.
25th May, 1938.

The Agent,
Begg Sutherland and Co., Ltd.,
Cawnpore.

Sir,

In response to your advertisement in the "Pioneer" of the 10th instant, I offer my services for the post of an accountant in your office.

I passed the High School Examination of the Board of High School and Intermediate Education of these provinces in the year 1929 with Commerce as my optional subject from the B. N. S. D. Inter. College, Cawnpore, and was placed in the First Division. In 1931 I passed the Accountancy Examination of the London Chamber of Commerce with distinction. Since then I have been serving as accountant in the local J. K. Cotton Mills. I am at present drawing Rs. 150/- per month, and my relations with my employers are quite happy. I am applying for the post in the hope of improving my prospects in your firm which has much wider scope for accountants.

I am 28 years old and am well connected. I am herewith enclosing copies of a few testimonials regarding my character and ability. I shall be obliged if you kindly make inquiries about me from my present employers as well as the Principal of the B. N. S. D. Inter. College.

In the end I give you my fullest assurance that if I am selected, it will always be my best endeavour to satisfy you with my work and conduct.

I beg to be,
Sir,
Your most obedient servant,
Dularey Lal.

9. *An official letter.*

No. 323/VI A dated Allahabad the 15th July, 1939.

From

T. N. Kapur, M. A., L. T., I. E. S.
Inspector of Schools,
Allahabad Division,
Allahabad.

To

Hiralal Khanna, Esq., M. Sc.
Principle,
B. N. S. D. Inter. College,
Cawnpore.

Sir,

With reference to your letter No. V—123 of 9th instt. regarding the appointment of Mr. Ram Chand, I have to point out that no untrained hand can be employed as long as trained teachers are available. It is, therefore, regretted that the said appointment cannot be approved of by the Department.

I have the honour to be,
Sir,
Your most obedient servant,
T. N. Kapoor.

3. *A demi-official letter* (*D. O.*)

N. B. A. 'D. O.' is a letter on official business written in the style of a private or personal correspondence.

Office of the Inspector of Schools,
Allahabad Division,
Allahabad.

D. O. No. 223.

Dear Mr. Khanna,

With reference to your letter No. V—123 regarding the appointment of Mr. Ram Chand, I am of opinion that the standing rules are against taking such a step. Mr. Ram Chand is an untrained graduate. Please appoint a trained teacher.

Yours sincerely,
T. N. Kapoor.

1. **Invitations**

Mr. and Mrs. Wahid Ahmad request the pleasure of Mr. NARAIN DAS SAXENA'S *company at a Dinner on the 10th instt. at 6-30 p. m. to be held at their residence on the occasion of their daughter's marriage.*

BIHAR MANZIL,
Civil Lines,
Lucknow.
8th July, 1931.

R. S. V. P.

[*N. B.*—R. S. V. P.=Reply if you please.]

Note of Acceptance

Narain Dass Saxena thanks Mr. and Mrs. Wahid Ahmad for their kind invitation and will be delighted to have the honour of dining with Mr. and Mrs. Wahid Ahmad on 10th July at 6-30 p. m. at their residence.

10 Civil Lines,
Lucknow.
9th July, 1938.

Note stating Inability to Attend

Narain Das Saxena thanks Mr. and Mrs. Wahid Ahmad for their very kind invitation, but regrets that a previous engagement prevents his presence. He, however, sends his blessings to the new couple.

10 Civil Lines,
Lucknow.
9th July, 1938.

2. A Bill of Exchange

Rs. 280

Cawnpore.
10th Jan., 1939.

Stamp

Three months after date [or at sight] pay to our order the sum of Rs. Two hundred and eighty only, value received.
Mr. Syam Lal,
Chandni Chowk, Delhi.

Ram Gopal Ram Saran.

3. A Promissory Note or Hundi.

Rs. 280-0 0

Chandni Chouk, Delhi.
10th Jan., 1939.

Stamp

Two months after / date I promise to pay Messrs. Ram

Gopal Ram Saran or orders, the sum of Rupees two hundred and eighty only, value received.

Shyam Lal.

4. A Cheque

No. 4A. 33311.
Dated 10th Jan. 1939.
In favour of Mr. Chote Lal Mehrotra in part settlement of his account.

Rs. 200-0-0.
T. N. Mehra.

No. 4A. 33311] The 10th Jan., 1939.

Imperial Bank of India,
Cawnpore Branch.
Pay to Mr. Chote Lal Mehrotra or order Rs. Two hundred only.

Rs. 200-0-0

T. N. Mehra.

Note:—In writing letters in English the conventional forms of various types of letters should be strictly adhered to. Carelessness in this respect is looked down up in good society.

Even the smallest details including the positions of the address, date, etc., have to be carefully borne in mind. It is unpardonable to insert a comma after 'From' and 'To' in an official letter as illustrated elsewhere.

Note:—(1) The words actually charged for (written in Block Letters) include the address and the sender's name. Both of them should, therefore, be as brief as possible. Title or words expressing respect (Mr. Pt., Esq.,) are to be excluded.

(2) The address should be brief but *not incomplete* in any case. Some firms or institutions have brief Telegraphic addressess recognised by the Telegraph Department; as Cantoth = Cantonment Authority.

(3) The actual message for the sake of brevity has to be written in the tersest form by using words and phrases only. Grammatical rules which tend to make the message lengthy are to be ignored; punctuations marks also have no place in a telegram.

(4) By no means should the message be doubtful and ambiguous or nonsensical.

A Specimen of a Telegram (with exercises)

(*Nothing is to be written by the sender above this line*)

If this telegram is to be classed EXPRESS write the class here	If this telegram is on State business the name of STATE should be written in this space.

When a reply is to be prepaid, write the words "Reply Paid" and the amount in the space below.

To {
Name JAIPRAKASH SINHA
Address 47 CANTONMENTS
Telegraph Office BANGALORE

CASH	STOLEN	HOTEL	WIRE
TWO	HUNDRED		

FROM { IQBAL

NOT TO BE TELEGRAPHED { *Signature and Address of Sender* Iqbal Bahadur Sinha
Room No. 4, Royal Hotel, Srinagar. (Kashmir)

[*N. B.*—The words to be paid for are twelve in all.]

(5) Use BLOCK LETTERS in writing the words which should be written or typed one in each divided space in the form.

(6) The address of the sender written at bottom is not charged for, because it is not telegraphed; so it should be given in detail for departmental reference if need be.

EXERCISE

Reduce the following to the actual words that you would write on the Telegraph Form. The phrases should be terse and quite unambiguous :—

1. Inform your father at Calcutta about the serious illness of your mother, asking him to be at her bedside with sufficient money for her treatment.
2. Congratulate your friend at Lucknow on his brilliant success in the M A. Examination and invite him to join you at Mussoorie by the tenth of the current month.
3. A lawyer informs his client elsewhere that his suit has been dismissed with costs. He is advised to file an appeal within three months.
4. A trader places an order for 100 bales of *sarees* with a Lancashire firm, but includes the condition that the order should be considered as cancelled if the prices have gone up by 10 per cent
5. Invite your brother-in-law to join you at Allahabad on the occasion of the Hoil festival, asking him to bring toys for your little sister and a few story books for your little brother.
6. A father sends blessings to his son in England on the occasion of his 25th birthday.

Exercises on the writing of letters and applications, etc. Write the following :—

1. An Application for admission to a Technical School.
2. An Application for securing your Transfer Certificate
3. An Application for a Scholarship.
4. A letter to your father requesting him to send money.
5. Announcing a Birth in the Family in a local paper,
6. Announcing a Death in a local paper.
7. A letter to a friend complaining of long silence.
8. A letter asking a loan of money from a friend.
9. A letter of Congratulation.
10. An Application for Appointment.
11. A Petition praying for remission of Land Tax.

12. An Invitation to a Marriage Party.
13. A Petition to the Health Officer regarding your locality.
14. An Invitation to a Dinner.
15. A letter from a son at school or college to his father telling him about his health and studies.
16. A letter to a book-seller asking him to send a number of books.
17. An Application to the Inspector for permission to appear as a private candidate.

Hints on Dialogue-Writing

1. Avoid bookish language. Let it be colloquial, but do not use slangy or ungrammatical expressions.
2. Avoid too many interjections or exclamations.
3. Introduce humour, witty remarks or play upon words.
4. The conversation should be brisk and to the point.
5. In dealing with questions and answers, let the language of the answers differ from that of the questions. This imparts life to the dialogue.
6. In a dialogue the name of each speaker should be mentioned followed by a dash (——) or colon.

Inverted commas need not be used to enclose the actual spoken words.

[*N. B.- Sometimes the speaker's name is omitted. The context of the dialogue indicates who is speaking.*]

7. Sometimes incomplete or half-sentences or remarks in phrases only are made use of to make the dialogue look quite natural; e. g.. *'No, not yet' ! 'Yes, if it were so' ; 'What, reward for murder !'*
8. The interjections generally used are———Really! Good Heavens! Dear! Alas! Excellent! Capital! Well done! etc,

Specimens of dialogues with exercises on them.

N. B.—Study the following dialogues on differet topics and note the peculiarities therein. Also try to use the noteworthy phrases and idioms in your own composition while attempting the exercises at the end of the dialogues.

1. A Holiday Plan

Ramesh—What are your plans for the Puja Holidays?
Dinesh—I would like to go home for a change.

R.—Sorry. I am sick of the din and noise of the city. I would like to accompany you, but..........

D.—Hurrah! There should be no 'but.' Come along, Mother will be glad to see you with me.

R.—It's so very kind of you. Let me ask father.

D.—All right. I think he will have no objection.

R.—I think so. What are you going to do in the holidays?

D.—I shall go a-hunting with Father who has lately bought a new gun. I hope to do some fishing and bag fine game.

R.—That might be jolly pastime for you, but.. ....

D.—I don't like your 'buts', Friend. Why don't you speak frankly? You are shy, I believe.

R.—I hate killing innocent birds and anmals. I prefer to enjoy nature undisturbed and pick up first-hand knowledge about her. If possible, I shall start 'literacy' among the ignorant villagers and teach them hygiene.

D.—Splendid! Let us buy at least two scores of Hindi primers, a magic lantern and a few film-reels.

R.—Excellent ideal! Buy also a pound of potassium permanganate and an ounce of sulphuric acid.

D.—I have plenty of them at home. Father distributes them freely. I would rather teach them how to prepare caustic soda by chemical process for making good soap.

R.—Have you a laboratory?

D.—No, none. But the process is very simply. I shall make an experiment before you. Run to your house and come back as quickly as possible. The train starts just at four, We shall chalk out a programme in the train.

R.—All right. Thank you.

EXERCISE

Write a letter to your friend giving in detail your plans for the ensuing Christmas Holidays.

2. Seeing off a Friend

Ganesh—Here is a letter for you.

Mahesh—So you are leaving us this morning. Sorry I cannot detain you longer. The breakfast is ready. Have it.

G.—Surely. Meanwhile get my luggage ready and hire a *tonga*.

M.—No hurry! Still we have one hour.

G.—Be quick or we shall miss the train. Better reach the station fifteen minutes earlier. We have so many odd jobs. God knows what happens on the road.

M.—The *tonga* is standing at the door. The horse is of good breed. I hope he will run fast.

G.—Good-bye, Narayan. Remember me to your parents when they come back.

M.—We have reached the station in time. The train has not yet arrived. You better go to the platform first. Meanwhile I am buying a ticket for you and getting the luggage booked.

G.—The train is signalled. Behold ! She is running under the overbridge.

M.—I hope she is not over crowded. Here you are. Get into this compartment. Occupy the front birth. There is a great rushat the booking office.

G.—Yes. I will get in here.

M.—Have you examined your luggage?

G.—Yes, thank you.

M.—I have had a happy time with you. I wish you could stay with me a month or so at least. When should I expect you again ?

G.—If ever I pass this way, I shall see you.

M.—Only drop a letter, and I shall receive you at the station.

G.—We need no formality ; I shall come of my own accord.

M.—Thank you. The train has whistled. Behold ! She is steaming off. Good bye.

G.—Goon-bye ! Old boy ! Write a few lines now and then.

EXERCISE

Make Ganesh relate to his parents how he was seen off by Mahesh at the station.

3. A Picnic

Mannu—Let us have an outing today. Jajmau is the place.

Shyam—A bright idea ! We shall make the necessary preparations.

Mannu—Need not worry ; I have done everything. Only call your friends.

Shyam—Thank you. I am going round to see them.

Mannu—Hallo ! You have come in time, boys ! Where are the rest ?

Boys—They too will be here shortly.

Mannu—Leave your cycles here. We shall walk to place. A fine morning, isn't it ?

Boys—Thank you, old chap.

Mannu—This mango-grove is a suitable place. Mohan, run down to the river with these jars and bring water. Salim, gather some dry twigs and make a fire. Ramu, you clean the spot.

Boys—Our work is done. What more ? Gopal and Ramesh will help us in unpacking the baskets.

Ramesh—Good fellow ! You have brought nice stuff—rice, *dal*, flour, *ghee*, spices, sugar, fruit and vegetables. All fresh !

Mannu—Ramu, run to that village and buy three seers of milk for rice-puddin. Dinesh, help him, but don't forget to buy a few earthen plates and cups.

Gopal—Who will cook the food ?

Mannu—That is simple ; we all work together. I will guide you, boys ! Thanks to mother who taught me cookery.

Narayan—Pardon me, Mannu ! I am late. But I have been running all the way. What can I do ?

Mannu—You are hot. Rest awhile and then peel off fruits and make slices of the vegetables. Moti, you knead flour. Rice and *dal* are ready. Krishna and Mohan, you cook vegetables. I am baking bread.

Boys—Hurrah ! Our food is ready. Nice smell. Hurry up, let us bathe in the river.

Mannu—Don't swim boys ! come out. Enough of this.

Boys—Splendid ! Food tastes nice here. It is far better than what we have at home.

Mannu—This is due to company and open air. Above all our pains and hunger have been the best sauce.

Boys—Credit is due to you, old boy ! Now let us walk home.

EXERCISE

Write an account of a picnic party visiting a lake.

4. A Visit to a Zoo

Son—My teacher has asked me to write an essay on a visit to a *Zoo*. And I have not seen one. Will you take me there, Daddy ?

Father—Why not, son ? Hire a *tonga* first.

S.—Let us go, Daddy ? The *tonga* is waiting outside.

F.—Hire ?

S.—Only eight annas............Helo ! We are in the animal world ! A large place, indeed ! What are those animals with thin legs, grazing in yonder lawn ?

F.—They are deer, stags and antelopes.

S.—They are of all shapes and sizes—very pretty to look at ! They run so fast ! What is that buffalo-like animal rolling in the mire ? Very dirty ! Strangely built !

F.—That is a rhinoceros. His skin is so thick and tough that a bullet cannot affect him. Walk quickly ; we have to see so many things.

S.—I believe that it is a lion ; Daddy ! I have seen his picture in my text-book.

F.—Right you are, my boy.

S.—What a fierce animals ! He is roaring. What is that similar animal without the mane ?

F.—She is a lioness. Don't you see her suckling the cubs ?

S.—I want to see a tiger.

F.—Come along. He is over there. He is not in his cage. He is sitting on the hillock round which there is a moat.

S.—Quite a large beast. Look at his stripes, teeth and claws, Daddy. He must be very terrible.

F.—No doubt, he is. Here are two panthers—a male and a female.

S.—They are just like tigers—a bit smaller. Here is a wee-bear sitting by its mother.

F.—Don't you mark the polar bear, Son ?

S.—I see. He is quite different from the black ones. What is that man-like animal sitting on the tree.

F.—He is an African gorilla. He is known for his war tactics. He does not fight his enemy openly, but attacks him unawares and runs away when his own life is in danger. Look at these apes and monkeys chattering ! There are the wolves, hyenas, zebras, foxes and porcupines.

S.—Do they keep birds also ?

F.—They do. Here are doves, hens, pigeons, parrots, peacocks and water-fowls of all varieties.

S.—Where is the ostrich, Daddy ? They say it is the largest bird.

F.—Here is one. It is not only the largest but also the strongest bird. It cannot fly high up in the sky, but can run so fast that even the swiftest horse cannot overtake it.

S.—I have had enough of these. Now let us return home. I am tired.

EXERCISE

Write out the description of any *zoo* that you have visited.

5. An Interview

Officer—What is your name, young man?

Candidate—My name is Krishna Kumar, Sir.

O.—Good, so this is your application.

C.—Yes, Sir,

O.—It appears you have passed the office-test as well. Your Principal and Headmaster have spoken well of you. Have you had any experience of office work?

C.—Kindly read Testimonial No. 4.

O.—Your age, looks, academic qualifications and experience of office work are exactly what I want. Do you know short-hand and accountancy?

C.—Yes, Sir. My speed is 120 words a minute. And, Sir, accountancy is a hobby with me.

O.—O. K. I want a steno-typist. The salary is Rs. 50/- a month rising to Rs. 200. I can take you on six months' probation. If you satisfy me within this period, you will be confirmed and given a lift as well.

C.—Thank you, Sir. I shall try my level best to please you with my work.

O.—If you don't mind, I wish to ask you a few questions concerning your private life.

C.—Certainly, Sir,

O.—Are you single, or married?

C.—I am engaged, Sir.

O—Good news. What are you religious and polical views?

C.—No doubt, I am born of Hindu parents; but I am a Theosophist. I love my country without belonging to any political party.

O.—Now, look here—you must be active, punctual and regular. I like smart hands in my office.

C.—I trust you will not have any cause for complaint.

O.—All right. Come to office tomorrow at ten. Good-day, young man.

C.—Good-day, Sir.

EXERCISE

In a letter to your father describe in detail your interview with the head of a mercantile firm for a vacant post.

6. A Visit to a Circus

Uncle—A famous circus party has lately visited our city. The show begins just at seven in the evening. Would you like to go with me?

Nephew—Why not.

U.—Come along, then, in neat clothes.

N.—I am so happy. I shall be ready in a few minutes.

U.—Well, we are here in a small world of men and animals. This neglected plot of land is now full of life and bustle. Mark the line of tents. Look at the cages of apes, panthers, monkeys, lions, tigers, and also the groups of elephants, zebras, and ponies.

N.—Uncle, it looks like a zoo!

U.—Quite so: a travelling zoo. Hark, the bell is ringing! People are rushing to their seats. Buck up, else there would be no room. Let us sit near the ring.

N.—Strong light! Dazzling all of them. Who is that tall stout chap with long moustaches in silk suit and holding a whip in his hand?

U.—He is the Ring Master, the chief figure of the show. All things are promptly done at his signal.

N.—That man stands on the backs of two running horses, and still keeps his balance so well. Behold, the horses are galloping and trotting to music! What is that monkey doing?

U.—He is holding his court. Don't you see the plaintiff and defendants monkeys on opposite sides and the lawyers pleading their case. How perfectly is the hearing being conducted! Wonderful.

N.—Uncle! What is that parrot talking?

U.—It is reciting verses from the Ramayana.

N.—Who are those funny fellows wearing rags of different colours? Their faces are painted like the Red Indians.

U.—The are clowns. The make spectators laugh at

their funny tricks and humorous talks. See how the girl dances on the horizontal wire! Now the goat walks on the rope and comes back.

N.—How can they perform such tricks?

U.—They have been trained for years.

N.—Who is that man with a whip?

U.—He is a lion-tamer. The lion is standing beside him, wagging his tail lik a dog. Behold the lion and the goat drinking water from the same tub! Now the goat is riding on the lion. And they are both quiet!

N.—It seems they are fast friends.

U.—Now begins an interesting show. Look at the acrobatic feats and someresaults.

N.—I see the tower of four persons one above the other. So they jump off pell-mell, but stand up erect again. Now they are performing somersaults twisting their bodies into all shapes as if they are made of rubber. Remarkable feats, Uncle! Strange!

U.—Now the show is over. Let us get out before the crowd breaks up.

EXERCISE

Write out an account of your visit to a circus.

Exercises on Dialogue Writing

Write out an imaginary dialogue between :—

1. A customer and a fruit vendor.
2. A teacher and his pupil.
3. A father and his son on a fair.
4. A mother and her daughter on hygiene.
5. A tailor and his customer.
6. A landlord and his tenant.
7. Two friends meeting each other after a long time.
8. A town-dweller and a villager.
9. Two friends discussing insurance.
10. Two boys talking about the future of India.
11. A horse and a cow.
12. A postman and a policeman on the relative importance of their duties.
13. Mussolini and Hitler forming schemes for the conquest of the whole of Europe and Asia.
14. Mahatma Gandhi and the Chinese President forming plans to abolish war for all time.

15. A doctor and his patient.
16. A dog and cat.
17. Law *versus* Medicine.
18. Wealth *versus* Health.
19. A schoolmaster and a clerk.
20. A king and a saint.

Hints on Story-Writing

1. The skeleton or the outline of the story should be drawn up before actually writing it. If the outline is given for expansion, it must be understood well.

2. The events must be narrated in the same order as given in the outline.

3. The parts of the story must be interconnected cleverly so that the whole may read as a continuous piece of composition.

4. Conversation of the dialogue form may be introduced wherever convenient.

5. The title of the story may be (a) the name of its main character, (b) the main incident in the story, (c) any phrase that covers the plot as a whole, (d) the moral briefly put *or* (e) the underlying idea running throughout the story.

6. The conclusion should be as striking as possible. It may be (a) the moral briefly put, (b) a brief survey of the plot, (c) a comment by the author *or* (d) a few remarks that prompt the reader to guess what might follows.

N. B.—Morals are old-fashioned. If necessary, they may be expressed in a different way without using the peoverbial forms.

7. Regardless of the tense of verbs used in a given outline, stories are better written in the past tense unless otherwise required.

Specimens of Story Writing

(followed by valuable exercises on them).

[*N.B.—Students are advised to note the appropriate words and phrases used in the stories and use as many of them as possible while attempting the exe*ı*cise that follows each story*]

1. A Costly Dinner

The cat had grown old. She had lost her nails and also her fur. Her eye-sight was dim. She walked with altering steps and let the rats pass unhurt. Thinking her harmless, they frisked about fearlessly.

One day she said to the rats, "Before I die, I like to invite you all to a dinner. Sorry, I have done you much wrong, Now I want to be friendly with you. My end is drawing near. I want to purify my soul before I depart from this sinful world. I atone for my past actions every day. I go to the temple and have a dip in the holy Ganges without fail. Behold! I am holding a rosary and have 'Tulsi' leaves and gold in my month. If you dont's believe me you can see things for yourself."

The rats had full faith in her. They said, "Aunt! we need no proof. We watch your piety. You are quite changed. We think highly of you and are ready to carry out your orders.

"So you are all cordially invited to a dinner at my house. Do come with your friends and acquaintances. You shall meet no distincation of caste or colour. I have lately visited all the shrines. No one should have the least objection in accepting the holy food," said the cat humbly.

When the cat was gone, an old rat shaking his head said "Do not be led away by the sweet words of t e hypocrite. In the time of my great grandfather, her grandmother had killed thousands of rats by tempting them to a feast. She had left no stone unturned in putting an end to our kindred."

The courtesy of the cat had so enboldened the rats that no one approved of the words of the old rat. They called him names and were bent upon going to dinner.

The cat had selected a very big hall for the dinner. The door was closed and nothing could be seen from outside. There was only one hole for entrance. It led into the hall winding. One rat could pass at a time. Four cats were on duty to receive the guests with open arms. It was easy to enter the hall, but to come out was difficult. The hall was decorated with pictures, flags, flowers and leaves. A band of musicians was singing hymns in chorus. Their sweet notes excelled the singing of nymphs.

The guests were offered seats befitting their status. One cat sat behind each row of twenty rats. When all the guests had arrived, they stopped music at the signal of the hostess who said loud 'serve'.

The leader of the rates, seated just in front of the hostess, realised that some danger was ahead. There was no way out. No sooner had the cat uttered the word 'serve' than the fellow

cats bit off their necks and put an end to their lives. The old one **fell upon** the leader. All ate their shares calmly. The costly dinner was eaten up **in no time** and no trace of the rats was to be found.

The assembly thanked the old cat for her kindness and shook hands with her. The door was opened and the lights were **put out**. The cats went away happily to their homes.

EXERCISE

Rewrite the story in the words of the old cat.

2. The Mimic Monkey.

A lady, sitting in a room on the upper flat, washed her hands and face, painted a red dot on her forehead, opened a box and put on her bodice and 'sari.' A monkey, who sat on the opposite terrace, watched her actions.

The lady had **to attend a call** downstairs. In hurry she left the door open. She was busy in house-work. Two hours passed and she would not come back. The monkey entered the room and copied the lady **in all details**.

Meanwhile her husband, who had gone outside, stepped in and quickly went upstairs and standing in the verandah saw a monkey dressed in the garb of a lady. He was playing with the mirror. He was alternately grinning and gnashing his teeth in anger. The man **retraced** his steps downstairs and said to his wife very gravely, "I will leave this house and rent another. This won't do. I must have one separate room for myself."

"Dear ! Why are you so nervous ?" said the wife humbly.

"I shall **talk over** the matter later on. First go and attend to your friend who is feeling uneasy in your absence. You are so selfish to let her sit alone in the room. If I were you, I would never have acted so," said the husband looking morese rious.

"I don't believe how a friend can come and sit in the rcom without my knowledge. It is absurd."

"I have been **dinning** in **your ears** that you should **learn manner** but you have **paid no heed**."

The lady hurried to the room and soon came back. Dear ! you are very funny. You know how to **tease** your wife," said she smiling.

As the monkey skipped from roof to roof and house to house, the neighbours tried **to make fun** of the gentleman. But the humorous fellow also amused them with witty retorts.

Are not monkeys great mimics ?

EXERCISE

Make the monkey give an account of the whole incident to his friends.

3 The Greedy Hen

A rich man kept a large number of hens. At midnight he killed one hen, chopped its flesh and mixed it with flour, in the morning he made tiny balls and gave them to the hens to eat. They relished the food and wished their master success; but were ignorant of the mystery. They thought that they were simply flour balls. **Day by day** their number diminished.

The man **laid his hands upon** each hen so slyly that the fellow hens had no knowledge of its fate. One day when the rich man took one hen away, an old cock was awake. It could **see through the secret**, which it revealed to its **kith and kin.** They befooled it and declared it ungrateful. Thus passed a long time. The hens were well satisfied with the treatment of the master and **held a high opinion of** him.

In the end only two were left. The delicious food could no longer allure the old cock. It slipped away. The other hen reported the matter to the master. The poor cock was soon caught and killed. Its flesh was roasted and given to the surviving hen in the usual form. It said to itself. "The old one is so foolish that it ran away angrily. It **takes** good **for** evil. How delicious today's food is ! It is better that it is gone or it would have shared my food.

Next day, when the master wanted to kill it, it said to him. "I did not know you would do this, otherwise I would have run away Now I see what the old cock meant".

At this the master said, "You have given places to all your relations in your stomach, now I shall lodge you in mine."

Saying this he roasted it alive and ate it up.

EXERCISE

The last hen said, "Now I see what the old cock meant.

Make the last hen repeat the whole story to the owner accusing him of his actions.

4. Fruit of Discord

A tank abounded in fish The fishermen attempted several times to catch them, but all their efforts came to naught. They were one. At the four corners of the tank the fish watched by turns if any fisherman was coming. As soon as the caught sight of him from a distance, the warned their friends. All hid themselves in cavities under water.

The fishermen were tired of casting their nets, for they could not secure a single fish. At the time of danger among the fish there was no question of big and small. All were willing to help each other. The strong led the weak to places of satety.

When the danger was over, they lived happily. There was no scarcity of water. Their number increased by leaps and bounds. The bathers and passers-by knew that the tank was full of fish.

They informed the fishermen about this. There was a hard competition among them and the landlord gave the contract to the highest bidder. In the end they went away disappointed, cursing their luck.

Thus several years passed. In course of time the old and wise fish died. The new generation proved worthless. The young fish quarrelled over trifles. They could not decide who should guard the tank. Finally, it was decided that the tank should be partitioned. It was divided into four equal parts. The dwellers of one part were forbidden to go to another. But soon the promise was broken.

A civil war broke out which lasted several months and was fought with varied success. In this fight the strong had the advantage over the weak. The began to devour the weak. The wayfarers also got scent of this state of affairs. All the twenty-four hours there was a great noise and tumult in the water. The fish while fighting lost their temper. The village boys and the bathers could now easily catch them.

The tank was put to action and in one month all fish were caught and carried off.

EXERCISE

Make a parallel story with the same title—Fruit of Discord.

5. A Vain Dispute

Once there was a dispute between an elephant and a camel for greatness. A long discussion followed, but the could not agree. At last it was decided that they should go to a judge and abide by his judgment.

They set out in search of a Kazi. On the way they saw a monkey whom they took for a man and stopped to get their case settled by him.

The monkey heard their complaints and said, "I cannot give my verdict so soon. I can do so if you stay at mine and satisfy me by your conduct." They exclaimed "All right, your lordship."

The monkey made them work. One day he went on a journey. Sometimes he rode on the elephant and sometimes on the camel. They met a fox who watched them but said nothing.

In the meantime the monkey fell hungry. He say a tree and climbed it to eat they fruits. He said, "Go wherever you like and find your food. Mind, do not stay away. Our journey is long and the time is short."

The fox, who was sitting close by, heard the monkey's talk. When the two animals were out of sight. he approached them and said, "You have not acted wisely by filing your suit in the court of that selfish and crafty monkey. He extract work from you and does not look to your needs. He himself is sitting on the tree and eating sweet fruits ahd has sent you away to find your own food. If he liked, he could drop ripe or green fruits in return for your services. The fault is yours. None is great or small. All are equal. In fact persons who put on a`rs before their kith and kin come to the same fate. You have been waiting on him long. Strange! You do see him in his true colours even now."

The two animals blushed with shame. They embraced each other and lived in peace ever afterwards.

The monkey waited and waited for them, but they never turned up.

EXERCISE

Cast the above story in the form of a scene in a drama. n the which story develops in the course of *dialogues*. As in iwritten drama, make use of the wards—***Act. scene. enter, exit***.

aside. Also add marginal remarks on the right hand side within brackets. *e. g,* [*They embrace each other*] wherever necessay.

6. TheWise Pigeon

Birds were **sick of** the tyranny of a hawk. They held a meeting to devise a plan of safety. They spoke one by one, but a pigeon kept quiet. Being pressed on the points, he said humbly, "Gentlemen, you will know all when the work is done."

The fellow birds called him names and declared him a traitor. Hd listened to all patiently. A long discussion followed but no definite decision was arrived at. The matter was, however, **put off** till the next sitting.

In the night the pigeon brought enough thick cord and made a snare of it. He then tied the two ends of the cord to two opposite branches just outside the hawk's nest.

At dawn as the hawk peeped out, his beak was caught in the snare. The more he tried to **undo** the snare, the tighter it became. He swung about flapping his wings. Finding no means of escape, he said to a parrot sitting at **a striking distance**, "Brother, cut off the snare with your sharp beak. I shall never forget your kindness. I give word that I will not trouble your brothers any more."

At this the parrot smiled and said, "Your sweet words cannot **win me over**. To help an enemy is **to bring about** one's own ruin. God, out Saviour, has brought you to this plight."

The hawk was **strangled to death**. Thus the pigeon obliged all the birds. They realised his worth and **looked upon him** with **an air of respet**.

EXERCISE

Rewrite the story in the words of the pigeon.

7. The False Friend

Two bulls grazed in a pasture freely and drank water in a stream near by. One day a jackal came to the place. The rich verdure charmed him. He thought he should **sow seeds of discord** in them and so bring about the destruction.

He went and **sat by** one bull. The bull **cast a glance at** him. The jackal saluted him most respectfully. In return the bull blessed him. He visited the bull daily.

One day the bull said, "What makes you come to this place so often?"

The jackal falling at his feet said, "Holy Sir! I come here only to be blessed by you?

"What can I do for you?"

"I want nothing, Sir, but your good wishes."

"Why do you blush? Why don't you speak frankly? be sure no **harm shall befall you**"

"Your honour! Your brother spread the rumour that you are a glutton and that you eat up all the grass and spare very little for him. He will surely kill you whenever occasion suits him."

"Rascal! Your words **carry no weight.** I cannot rely upon you. He loves and respects me, his elder brother.'

"If you have no faith in me, I will let you hear his words."

"All right."

The jackal went away, bowing low his head He went to the younger brother and showed him all marks of courtesy. They had a close intimacy. By and by he prejudiced his mind against the elder one who believed that his brother **nursed a silent grudge** against him. The jackal and the younger bull schemed to bring about the ruin of the elder one.

The jackal was very cunning. He introduced his relations to the younger bull who **took them into confidence** and did not do anything without their consent.

Once the younger bull and the jackals **put their heads together** and decided to attack the elder bull. The leader of the jackals had already informed the latter about the meeting. So he had **taken his stand** in a bush close by. The crafty jackal did not speak a word **for or against** any party.

The elder bull was fully convinced. He rushed upon his enemy unawares. A terrible combat took place. The two animals were **bathed in blood** from **head to foot.** The jackals took no part in the action but watched it passively. At last the two combatants fell down senseless. No sooner did the leading jackal signal for his comrades than they **fell upon** the helpless bulls and ate them up **bit by bit.**

A false friend is worse than a bitter foe.

EXERCISE

Rewrite the above story in the form of a dramatic piece.

8. A Theft

Not long ago Hira Chand, a jeweller, lived at Benares. He had become insolvent, and now he lived **by unfair means.** He never paid his bills. Once his nephew came to him with his family. The uncle and the aunt welcomed them warmly.

Two days passed with no incident. On the third day at nightfall, Champa and Rammo had a chat. Moti Chand went for a walk. It struck eleven, but their talk did not end. Meanwhile Champa, hearing an odd sound, was **taken aback.** She exclaimed, "Aunt, what is this sound? Has a thief **broken into** the house?"

"Daughter, it does not proceed from our house. A blacksmith lives nearby. His smithy is always at work. I shall be so glad if the wretch leaves the place................"

Rammo had not **finished her say** when Hira Chand hurried to them and cried, "Theft! Theft! Alas! I am **undone.**"

"What is the matter, Dear?"

"The lock of the room is broken. Thieves have left the daughter's box behind. It seems they have **made off with** its contents. Bring the lantern and the cudgel. Perhaps they have hid themselves somewhere in the house."

"Where had you been? Did you not bolt the outer door?"

"I was staying upstairs and not bolted it for Moti. Unfortunately, I had a nap. You know I never go to bed before midnight. How disgraceful!"

Hira Chand looked terrified and went ahead and the ladies followed him. Champa was **dumbfounded**. The poor girl had lost all her jewellery and rich clothes. The old man **shedding crocodile tears** exclaimed, "I am ruined! How shall I **make up the loss?** O God! Thou troubleth only the afflicted."

While this humbugging war was going on, Moti rushed in. "What's the matter? What mishap has befallen you? You,

folk kick up such a row? Don't disturb the neighbours in these late hours," cried Moti.

"Your wife's jewellery is stolen. You had gone out; I had left the outer door unbolted."

"I am undone! What shall I do? I have only a few pice left in my pocket. Besides the jewellery there was some hard cash in the box."

Champa interrupted their talk, "Do not be worried, lord! I have sixty rupees in my purse. May you live long! We shall have enough of these things. Retire to rest. It is getting late."

Hira Chand leapt with joy. "Bravo! Bravo! Excellent! Well said! May you prosper, daughter! You are wise for your years." Then addressing Moti he said, "Be of good cheer, my child! What cannot be cured must be endured. I am insolvent and reduced to a pauper. Still I am keeping up my spirits," said he.

Next day Hira reported the theft to the police. An inquiry was made. The maid-servant and the blacksmith were thrashed to extort confession, but all in vain. In the afternoon Moti and his wife set out for Calcutta. Hira and Rammo were highly delighted over their ill gains.

This happiness did not last long. By the end of the fourth month Hira's only son died of cholera. He was struck with paralysis and his wife, Rammo, went mad with grief.

EXERCISE

Give a connected account of a theft in your house or neighbourhood.

6. True Friends

There were two friends—a monkey and a tortoise. One could not live without the other. They sat on the river-bank and gossipped for hours. A long time passed and no sad event took place. One afternoon the monkey did not come back as usual. His friend looked for him here and there, but to no avail. At last he said to his wife, "Beloved, what shall I do and where shall I go? My friend has not turned up yet."

The lady tortoise, who had not the least anxiety for her husband's friend, exclaimed indifferently. "Do not worry, Dear. He is wiser than you. He cannot be harmed. He must be cracking nuts on some tall tree."

The tender-hearted tortoise, unable to bear his friend's separation any longer, paid no heed to his wife's words and set off at once **in quest of** him. He had not gone far when he found him caught in a snare. He was dying of hunger and thirst.

The wise tortoise procured for him food and drink first. Luckily he caught sight of a shaving set lying near by. Its owner was **out of sight**. He took out a blade and cut off the tough strings of the net The monkey was free and he embraced his dear friend. **Before long** they saw a hunter rushing towards them. The very sight of the tortoise had inspired him with hope. He put the tortoise into his bag and hurried home.

Seeing the tragic fate of his friend, the monkey's **heart sank within him.** However, he gathered up the little courage he had and followed the hunter quietly. All of a sudden he pulled off his turban and climbed a *sal* tree.

The hunter chased him up the tree But the monkey was beyond his reach. Before the poor fellow could come down, the monkey jumped down at once and climbed another tree **with lightning speed** with the bag in one hand. He left the turban on the ground.

The hunter was glad to recover the lost turban. He resumed his journey without the bag. The two friends walked **hand in hand** and lived together in close intimacy ever after.

EXERCISE

Write out a parallel story.

10. Mutual Discord

Once upon a time an ever-green pasture was owned by goats. Their number increased in course of time. Nature had provided them with all her gifts, but their prosperity had maddened them. They grew so jealous of one another that one could not brook the sight of another. As a result of this, the weak were **cast aside** and the strong monopolized all the land. **Might was right.**

The goats were divided into small factions. each inimical to others and led by a powerful leader. There was a **reign of terror.** Feuds and strifes were common and **pitched battles** were fought with much bloodshed. Thefts, robberies and murder were committed **in broad daylight.** The slaves

and dependants bore the brunt of the fight and perished like flies. Thousands of poor families were ruined.

At this juncture a stout bull arrived on the scene in quest of fortune. Being attracted by the luxuriant vegetation, he said to himself, "Destiny has brought me hither. Oh ! yonder lake bordered by large trees is situated in the bosom of the pasture which, I think, is full of sweet and fresh water. But I believe the owners are divided and appear perturbed. They are moving about in groups I see here and there marks of blood. And most of them except the big ones are covered with blood. There must have been an ugly battle. Surely, here is my chance. I shall meddle in their affairs and then achieve my end."

Then the bull approached one of the leaders and spoke to him humbly, 'Good morning, Sir ! Is every thing O K.?"

"Your Honour ! Please don't put this question. Don't you see this land of bliss strewn with dead bodies ? Look there, how merrily the jackals are feasting on them ! "

"What can I do for you ? "

"Your Majesty's arrival is timely. Kindly agree to become our leader and secure victory for our party. I shall work as your lieutenant and render you all possible help."

"I want nothing for myself. I only want to establish peace and order in this heavenly land of yours."

"Do as you deem proper. You are our king and saviour."

"All right. Be at ease. I shall put an end to your strife."

Gradually the bull subdued all the factions and became their lord. The condition of the goats, who had sold their freedom to the bull, became worse. Now without the express consent of the sovereign no goat could nibble a blade of grass.

EXERCISE

As a sequel to the above story the goats send a petition for justice to the Lion, the king of the forests. Draft a suitable petition on their behalf including a faithful account of the whole affair.

11. The Wicked Mahout.

A king was fond of owning elephants. He had several companies of them. He used to hunt riding on the back of

Moti, his pet. Moti received more and better food than the rest. His keeper was a favourite of the king, but he **turned greedy.** Day by day he gave the elephant less and less provision. He sold the stolen portion to a grocer. Nobody knew the secret. The treatment of the keeper, no doubt, annoyed the beast who **nursed a grudge** against him.

The keeper **got scent of** his displeasure. To make up the true weight of the flour, he mixed saw-dust in it. The elephant **put up with** all this, but the keeper's greed exceeded the limit. He made the elephant collect fuel in the jungle and sold it in the market. The poor animal had to work hard for the mahout who neglected his duties and gave him poor food **at will.**

One evening, according to daily routine the elephant was lodged in the stable. Meanwhile the keeper began to settle his accounts with the grocer. The elephant was now convinced of the fellow's dishonesty. His patience **broke down.** Breaking off the chains, he rushed at the grocer and killed him **on the spot.**

The terrified keeper climbed the nearest banyan tree to save his life. The elephant tried hard to uproot it, but it was too big for him. Some one informed the king that Moti had **run amock** and was trying to kill Fida Ali, the keeper, who had narrowly escaped death by climbing the banyan tree.

The king rushed to the scene. The very sight of the master calmed Moti who crouched low as if he was asking the king to sit on his back. The king understood what he meant. Moti carried the master to the stable where he showed him the bread. The king understood the real cause and patted the elephant lovingly.

From that day Moti was fed in the presence of the king. Now the life of the keeper **hung by a thread.** The king, however did not put him to death, but sent him into exile.

EXERCISE

The miserable mahout is commanded to confess his doings. You are required to draft his statement of the whole incident from the beginnng to the end.

12. The Vain Horse.

A village bania had a camel and a horse who grazed together in a jungle near by. The horse was vain. He always

made fun of the camel who never retorted to the bitter remarks of his companion. The horse being proud of his muscular and symmetrical body, wandered about **giving himself airs**.

One day the horse said to the camel, I am ashamed of your company ; you leave the delicious grass of the jungle and eat the bitter *neem* leaves and acacia twigs. Your appearance too is uncouth."

The words of the horse **cut the camel to the quick**. He lost his patience and replied angrily, "Ruffian, you are blaspheming God! Food and body are not our concern."

The horse failed **to return a befitting repartee**, and kept quiet.

Unfortunately, the bania's business failed. He sold his all to a Marwari. This gentleman set out for his country with them. As far as the road was good and the country wss full of vegetation, the horse had no trouble. But when he had to walk through the sandy deserts of Rajputana, he began to pant, and pangs of thirst and hunger tormented him **to the utmost**. The camel was **quite at home**. Now the horse was filled with remorse. He heaved a deep sigh and expired.

EXERCISE

Make the camel repeat the story.

13. The Foolish Heir

A frog's kingdom consisted of a well and a river. He had two sons. The elder frog was an idiot, but the younger one was tactful On death-bed he declared that his younger son was to inherit the river and the elder one was to receive the well as his share After the last rites of the deceased were over, the heirs went to manage their patrimony.

The younger prince soon **won the good will** of his courtiers and subjects. In a short time he established his authority over the neighbouring rivers. Even the sea **bowed at his feet**.

One day he paid a visit to his elder brother, the king of the well. He **received him coldly** and asked bluntly, "Is your kingdom better than mine? I think mine is complete in itself."

The younger frog, who was serious by nature, said mildly, "No doubt it is. But father was judicious enough in making you the monarch of all you survey. Be cautious, brother, of your enemies. They sometimes clean this little world of yours. Father in his life-time often asked me to look after your safety. Paternal command and fraternal love have dragged me to this place of danger. I have come to know through reliable sources that the well is soon going to be cleaned of all rubbish and insects. Accompany me, brother! It is not wise to risk your life here You will have all possible comforts at my humble abode. To live here any longer is foolhardiness."

The foolish brother said angrily. "I understand your motive. Thus tempting me, you want to deprive me of this kingdom. Walk out at once, or you shall not remain alive."

The wise brother left the well silently. He said to himself, "Father's departed soul is satisfied with my honesty of purpose. May God forgive this ignorant brother!"

When the well was cleaned all the creatures living in it were cast out or killed. The foolish frog also perished with the rest.

EXERCISE

The foolish frog makes a dying statement to the owner of the well, in which he relates the whole story and repents over his folly. Record the statement in writing.

14. Union is Strength (a story)

A milkman had a herd of cows and buffaloes. Crows often molested his cattle. They got upon their backs and pecked at their ears and nostrils. One day the milkman caught a crow and hung it upside down Its miserable plight excited the rest. They hovered above his house and wounded him badly. If he had not shut himself up in a room, they might have killed him. One by one they wounded all his cattle. Even his wife and children were not spared.

The milkman finding no remedy made up his mind to appease them by setting the crow free. He spoke from the room. "Brother! don't trouble us any longer. I accept my defeat. I am releasing that crow. Pardon me. I shall never repeat this action of mine.

The crows acceded to his request. The milkman came

out of his hiding place and set the crow free. The other crows flew about cawing. But one clever crow kept sitting on the edge of the roof.

The milkman asked his children to prepare fodder for the cattle. They disobeyed him and shirked their duties. His wife sat in a corner with a **long face**. The milkman sighed heavily and said to them. "I see crows are better than you. They are all one. If we were like them, our lot would be different."

The crow sitting on the roof spoke out, "Man ! the disagreement among the members of your family had emboldened us to launch an attack upon you. Take lesson from our fellow-feeling. No doubt we are feeble birds, but we are so well united that even the strongest enemy can bring us no harm. On the other hand, we continue to make his life a curse till he stoops to our demand."

The milkman's family **blushed with shame** and it was united. From that day no crow had the courage to trouble his cattle. In course of time he **throve in his business** once again.

EXERCISE

There is an assembly of the crows. Their leader delivers a speech describing their heroism and ultimate success. You are required to report the speech to a local paper.

Stories in Outline

N. B —Study the outlines in view of the exercise at the end of these stories.

1. The Naughty Boy

Jagan——stays away from school——beats a dog——it dies——owner files a suit——father pays fine.

2. The Brave Boy

Sushil——visits a flooded area——discovers breach in dam——a tiny hole——puts his finger in the gap——chilly night——finger benumbed——stands still till dawn——villagers pass by——start repairs——village saved.

3. Negligence

A hunting party——scatter around——the coolie at the camp——goes to get water from the river——fills the

pot——gurgling sound——mistaken for beast drinking water——shot at——coolie's death——general sorrow——negligent act.

4 A Motor Accident

Car at full speed——driver's rashness——owner disobeyed——a boy run over and fatally hurt——taken to hospital——he dies——owner pays compensation——driver is fined and jailed.

5. The Greedy Brahman

Kumar Dutta——an orthodox type——rather a hypocrite——sneers at the Sudra landlord——the landlord plans to humble the Brahman——invites him to dine at his——promises to offer a *mohur*——invites other unorthodox Brahmans——he is seated alone in a separate room——thinks he is the only invitee——dinner begins——the connecting door opens——other Brahmans see him busy with his food——hypocrisy exposed——greed broke the pride.

6. Maternal Love

A house on fire——inmates flee——mother and baby upstairs—she flings baby out of window into the stretched sheet below—mother burnt to death.

7. The Devoted Wife

A soldier——lying wounded and helpless——the wife learns of this——puts on male attire——hurries to the scene——renders first-aid——husband sits up——sun sets——the victorious king inspects the enemy's camps——comes across the couple——is filled with wonder at the heroism of the wife——reluctant to occupy country where such a brave lady lives——retires without occupying the conquered territory.

8. The Vain Calf

The calf boasts it can kill a tiger——mother believes——allows it to go about alone——a wolf attacks and kills it——it cries for help——none comes its way——the mother thinks the wolf is being killed——the calf never returns——the mother later repents for having believed the calf.

9. The Busy Ant

An ant——busy all day——an idle wasp buzzing about

——makes fun of the ant——it keeps mum——winter sets in——snow all round——no food available——the starving wasp begs of it some food——the ant recalls jokes at its expense——the wasp apologises——the ant is generous.

10. An ideal Family

Husband and wife——devoted pair——limited income——wife does all demestic work——four children——she is obedient and careful about children——they grow up well-educated——enter service——are hard-working——brothers live together——get married——earn decently.

11. Home Education

Mohini——a modest girl——reads the Ramayan and the Mahabharat at home——learns reading and writing from father——has never been to school or college—— is married in a poor family——the husband loves her——she manages affairs wonderfully well——no debts, no wants——her neighbour, the graduate wife of an I. C. S. officer wonders——she learns the art of a happy home from this modest girl.

12. The Faithful Elephant

A *mansabdar* has an elephant——rode it to battle——an arrow felled him——elephant picked him up——entered forest safely——none knew the leader was not there——hence no panic——the battle was won——the king raised his rank.

13. The Wicked Wife

A quarrelsome lady——neglected domestic duties——husband ran into debt——children inherited their mother's qualities——father died——children cast adrift——the lady begged from door to door.

14. The Cunning Jackal

A jackal prowling about for prey——unable to get any——meets a fat pig——invites him to a feast——other jackals assemble——the pig is offered the presidential chair——long speeches are made——the president rises to speak——all rush at him——he is killed and devoured.

15 The Prodigal Son

A well-to-do father——two sons——they inherit his wealth——divide it——the elder one is a spendthrift——the younger brother invests money in trade——he prospers——the elder brother becomes a pauper——is invited by the younger brother to work in his firm——he is put to shame——he is determined to reform his ways——but it is too late——he dies poverty-stricken.

16. A Generous Decision

A troop of children playing hide and seek——dig a big hole——find a gold watch——decide to take it to the magistrate——the loss of the watch, meanwhile, is reported to him——he delivers judgment——the children get rewards, i. e., the price of the watch——the owner gets the watch.

EXERCISE

Expand the above stories in outline into connected narratives. The main points given above must not be omitted, but you are at liberty to add side-descriptions.

How to Write an Easy

1. All great writers agree that before beginning to write an essay, the points must be jotted down on paper as they strike the mind. The number of points should be necessarily large, for a selection of the best among them has to be made before they are properly arranged in a logical way. Thus the whole process resolves itself into three aspects :—

(i) *Getting at one place in black and white* as many relevant points as possible. (ii) *Rejection of puerile or overlapping* points. (iii) *Selection of outstanding and interesting* points. Time spent on all this is not time wasted; half the battle is won.

2. The next step is to group together the selected points under different central ideas. Each central idea with its subsidiary or explanatory ideas goes into one paragraph. Suppose you are able to make 7 or 8 such groups, each with its own central idea.

3. Now you are required to arrange these groups in order of precedence. The most important group should come

first and should be dealt with in the second paragraph, if the first paragraph is meant only to introduce the topic.

The above points illustrated by a concrete example.

The subject for the eassay is—A Visit to a Zoo.

(i) Getting Ideas at one place

The ideas coming at random :—

entrance fee	visiting crowd
peacocks	kangaroos
tigers	elephant
birds	camels
black swans	ostriches
tanks	baboons
lions	chimpanzees
friends with me	snakes
bears	our mid-day meal in the zoo
hippopotamuses	hyenas
monkeys	gardens
zebras	feeding time
pigeons	special enclosures
reinder	vendor
crocodiles	the stuff they sell
keepers	recreations for visitors
area of the zoo	
camera-man	
my little brothers crying	

(ii) Rejection of ideas

Scanning through the above list we find that descriptions of (a) friends withme (b) enterance fee (c) our mid-day meal and (d) my little brother's crying——are not at all relevant. They are rather puerile. They may deserve a passing reference here and there. So they should be rejected.

Again 'area of the zoo' and 'gardens' and 'tanks —— all go together under a common heading, 'Description of the zoo grounds.' They do not, therefore, need separate paragraphs.

Similarly, reference to 'pigons,' 'monkeys' and 'camels' may be omitted as they are common place.

(iii) Selection of ideas

Now we come to the selection of ideas and grouping them together.

Let us take up the list of animals first of all. We at once begin to feel that tigers, lions, bears, hyenas—— should be dealt with at one place. They are all wild beasts of the forest. So we arrive at the group of '*Wild beasts*' While writing on this group, do include by all means the name and description of any interesting beast not remembered before. For example, leopards and wolves also come under this group.

Looking for the next group we find that the reindeer, the kangaroo, the baboon, the chimpanzee, the zebra——all go together, for they are wild but not so ferocious as the animals in the first group. This group may be named as '*The vegetarian group of wild animals.*'

Similarly we can deal with all attractive birds in one group———*Birds*; and 'snakes' and 'crocodiles' in the group——*Reptiles*. Animals living in water——the seal, fish and the hippo———come in the group of '*Aquatic creatures.*'

(iv) Arrangement of the Groups

Thus we are able to get the following groups———Wild Beasts; Birds; Wild Animals (vegetarian); Reptiles; Aquatic Creatures. Now we have to arrange them in order of precedence to be dealt with in the same order in separate paragraphs. We know that the most important group is that of wild beasts. Let it come first.

The following may be considered a fairly good arrangement.

(A) Wild Beasts.
(B) Other Wild Animals.
(C) Reptiles.
(D) Aquatic Cretures.
(E) Birds.

These groups are sure to supply us with enough attractive material for building up as many as five paragraphs.

Next we should write something about the extensive parks, tanks, animals, enclosures and the surroundings, in general in a separate group—— *Surroundings* inside the Zoo.

An entirely separate paragraph may be devoted to *The feeding time* which is most thrilling to many visitors.

Still another paragraph can be built out of the types of visitors—wondering face, the camera-men, the restless children

and other recreations to be availed of in buying eatables and throwing them to the imprisoned animals, for instance. All these ideas can be put into one group—*Other Attractions* in the zoo.

So we come by three more groups, viz., *Surroundings inside the Zoo* : *Feeding Time* ; *Other Attractions.* Clearly the 'surroundings' should precede any description of animals; and so this topic should be dealt with first of all. 'Feeding Time' should come when the animals have been described. And 'Other Attractions' will be a suitable paragraph to round off the essay with.

Proceeding in this manner we arrive at the following groups :—

1. Surroundings of the *Zoo* (outside and inside)
2. Wild Beasts
3. Other Wild Animals
4. Reptiles
5. Aquatic Creatures
6. Birds
7. Feeding Time
8. Other Attractions.

Introduction and Conclusion of an Essay

The introduction of the essay—the very first paragraph—is of the utmost importance. It is an art by itself. It should be *brief* and *striking*.

Brevity of Introduction

No beating about the bush is permitted ; it is idle and repulsive. Definitions should always be avoided. To begin an essay with a quotation is old-fashioned. The golden rule is to PLUNGE IN.

The following is a lazy and worthless introduction to the essay 'A visit to a zoo'—

My friend, Govind, told me that his father was intending to visit the Calcutta *Zoo* with him in the Diwali Holidays. As I had stood first in the terminal examination, I also went to my father and requested him to take me to the Calcutta *Zoo*. He did not agree at first, but when my mother came and pleaded for me, he somehow agreed to allow me to accompany Govind........................." and so on.

This sort of introduction creates a very bad first impresison on the reader and he is prejudiced against you at the very

outset. Or, if you begin the essay with the definition of a 'Zoo' he is totally upset and curses you. The opening sentence and a few more sentences following it should catch the eye of the reader and impel him to read your stuff much in the same way as the rich flavour of some dish invites the guest to taste food and do justice to your offer to its very end.

Striking Nature of the Introduction.

The following example may be considered a fairly good introduction :—

All night I could not sleep; I was burning with the eager desire to visit the Calcutta Zoo next morning. It was a red letter day in my life. Pictures I had seen of animals but today I was to put life into them. I was the very first visitor that day to step into that blessed kingdom of animals.

After this introduction the groups arranged above should be dealt with one by one in separate paragraphs.

The Conclusion

The concluding paragraph robs the essay of all its merits if you sermonize at the end. As a pious man you may invoke God and praise Him for His greatness in creating such wonderful animals as you find inside the zoo, but this indulgence is bad taste as far as the technique of essay-writing is concerned. Concluding the essay with a quotation is not always proper.

Its Brevity

The concluding paragraph like the introduction should be brief and it should suggest that the essay is finished even if the reader turns a hearer and it is only read out to him.

Its Nature

The conclusion may be:

(*a*) a summing up of ideas previously dealt with.
(*b*) a striking comment.
(*c*) your independent judgment after the pros and cons of the subject have been stated.
(*d*) a moral (sometimes).

An appropriate conclusion to the essay 'A visit to a zoo' may be as follows :—

As there was nothing more to be seen, I proudly returned home. My camera, which I had used generously in my walk round the zoo, was delivered at the nearest photographer's

shop. The photographs, after they are developed, will remain my rare possessions—and they will be framed and put up in my study shortly. How else could I keep valuable memory every fresh and talking ?

The Body of the Essay.

(Some valuable hints).

[*N. B.—Points of grammar. spelling, punctuation an ordinary composition have not been included in these hints which are of a general nature.*]

The language.

The language should never be pedantic. Bombastic words or words of foreign derivation are to be avoided. The sentences should not be complicated and hard to follow. Never aim at 'fine' writing The attempt to do so spoils the entire essay. Remember that all you are required to do in writing an essay is

(1) to do a little thinking and put your throughts *in order* ;

(2) to write *plain* brief English which can be understood easily ;

(3) and not to make a fool of yourself when you get a pen in your hand.

The language should be grammatically correct ; it should be idiomatic and read like a real English essay.

Avoid 'weak' words

Avoid the excessive use of conjunctions. Too many of them—because, therefore, since, consequently, and so on—make a poor show. It is better to begin fresh sentence.

Again, amassing lazy adverbs should be avoided. The indiscriminate use of "very" is *very* bad. This adverb is so common that it fails to impart the emphasis required of it.

Ex: For *'very big'* write *'huge'*.
„ *'very beautiful'* write *'charming.'*
„ *'very lucky'* write *'wonderfully lucky.'*
„ *'very fine'* write *'excellent.'*

A clever choice of adjectives puts life in what you write. So you must observe their use in good books and have a fair command over them.

Some common mistakes.

(1) Do not split infinitives.

Ex: 'I request you to kindly *do* this act of charity' is wrong. The right form is—I request you kindly to *do* this act of charity. The adverb 'kindly' has no place between 'to' and 'do,' which should go together.

(2) Do not end a sentence with a preposition if you can avoid doing so.

Ex: This a good pen to write *with*.' Better change construction.

(3) Avoid using the following abbreviations :—
i.e., e g., viz., etc. Use the English words and phrases of which they are the short forms. The last one—'etc., shows that thoughts have dried up in your brain, but you want the reader to think that you have in your possession many more examples which you do not write for the sake of brevity. It need be, substitute the phrase *and the like for etc.*

(4) Go through the list of common mistakes at the end of Chapt. III of this section.

(5) Also study the correct position of words and order of phrases in a well-constructed sentence in Chaptes XV of the Grammar Section.

Variety in Sentences.

Your sentences should not sound monotonous. Their construction should not be alike everywhere. The usual order in a sentence is Subject+Verb+Object or Complement or Extension or all together or none of them. If this order is followed all along, your essay looks dull. Vary this order with skill ify ou can. Also let the sentences differ in length. And use complex and compound sentences (if you can use them correctly) along with simple sentences.

Repetition of idea

When there is a poverty of fresh ideas and the mind gets puzzled, the writer is tempted to repeat his ideas over and over again. Sometimes he cleverly clothes them in different expressions, but the intelligent reader at once detects this deception and forms a poor opinion of the writer.

How to catch new ideas

The interrogatives—*how? why?' where? when? what?*— put to yourself in relation to any object will awaken so many

fresh ideas which you knew all right but could not recall at the moment. Suppose you are required to write an essay on "Poverty in Indian Village." This being an 'abstract' essay, ideas do not come readily, but start putting yourself questions and you will know the difference.

Ex: '*What*' is this poverey ?—In what respect does this poverty prevail ?

'*Where*' is this poverty ?—In *what* parts of India is this poverty most frightful ?

'*When*' is this poverty ?—In *what* season or seasons do the villagers feel the pinch of poverty most ?

'*Why*' is this poverty ?—Discover the underlying causes.

An attempt to answer each question given above will bring in its train a host of fresh ideas that had been sleeping in your mind.

Avoid 'padding'

By 'padding' is meant piling up unnecessary words in your sentences.

Ex: He carried *with him* a stick *in his hand*. Obviously the sentence reads much better without the phrases '*with him*' and '*in his hand.*' The curtailed form 'He carried a stick' is chaste and crisp.

Paragraphing

The need of proper paragraphing and linking up each paragraph with the previous one is dealt with elsewhere in the chapter on the topic (vide Section III). There the logical connexion between one sentence and the next one is explained at length. This connection between the sentences and 'links' between the different paragraphs are of the utmost importance in a good essay.

Avoid too many points

The student should not try to include every single point that strikes his mind. The essay will become a 'porcupine' with too many 'points' (quills)—and it will prick the reader. Real merit lies in a proper selection of *salient* ideas and *expanding* them in an *attractive* way.

SPECIMENS OF ESSAY-WRITING

1. A Visit to a Big City

Two omnibuses were hired. Filled with high hopes, we lay awake the whole night and did not study in the morning.

The school was closed for the Dasahara Vacation. We set out at two for Lucknow.

A sad accident took place near Unao. A goat came under the motor and died there and then. The buses ran at full speed, and in one hour we were within the cantonment limits. On either side of the road, we saw the barracks of European soldiers and bungalows of military officers Our road passed through well-kept lawns and flower-beds hemmed with nicely trimmed rose-bushes.

We then came in full view of the extensive play-grounds where soldiers were playing hockey, football, volley-ball and tennis. A few English ladies were seen walking along the road with their children. Their health and beauty manifested the freedom they enjoyed.

The first place of our visit was the Clock-Tower Gardens. Their beauty is beyond description. The tower stands in the middle surrounded by wide lawns Near by there is a big tank of clear water and a splendid building called the Picture Gallery, the upper storey of which contains life size portraits of the Nawabs of Oudh. They made us think of their luxurious ways of living. We then ascended the tower and had a bird's-eye view of the whole city. We saw the river Gomti flowing in its majestic and zigzag cours with fields and hamlets on one bank and buildings and parks on the other.

We descended the tower and walked to the 'Bara Imambara,' a maganificent buiding built by Nawab Asaiudoulah. It contains a big hall, the roof of which is not supported by any wooden or iron beam. The note-worthy feature in this building is the Bhulbhulayan' or maze. It has several entrances and exits of the same type.

Next we visited the famous zoo and spent a delightful hour there. Shahnajaf, a spledid tome of one of the Nawabs of Oudh was our next objective. It is noted for its sanctity. Visitors are allowed to enter it barefooted. Like the 'Bara Imambara,' large-scale illuminations add to its beauty during the Moharram days.

Now we were quite tired and unable to walk further. We hired eight *tongas* and rode to our lodge, where we had our dinner and retired to rest for the night.

Next morning we went to see the Residency where, during the Mutiny of 1857 a handful of British soldiers displayed great bravery against heavy odds. We were highly

delighted to see an earthen model of the city before the Mutiny. This gave us a clear idea of the architecture and social conditions of Lucknow during the Nawabi days.

Then our teachers took us the Museum. Here relics of antiquity are preserved with great care. Images, idols, weapons, armours, garments coins and the like presents to the visitor a vivid idea of ancient and medieval India.

At this stage we hurried to our lodge where we found the buses ready to take us back to Cawnpore. Our return journey was uneventful. We were happy as we had learnt a good deal from the excursion.

2. A Dream

It was the month of June. The summer season was at its zenith. Father received a letter from my maternal uncle that mother was suffering from fever. He went to Calcutta to bring her back, instructing me to look after his work. I had an eager desire to accompany him but I dared not speak a word. However, my heart was with mother. Seeing me sad, he soothed me and promised to return before long.

At 10 o'clock I had my breakfast and sat at the window of my room to forget my worries. I began to read a novel, I had hardly read a page or two when clouds gathered on the horison and in place of scorching winds gentle and refreshing breeze began to blow. I fell asleep. Presently, I dreamt a dream which was as follows :—

'Mother was lying in a room on the ground floor. Several doctors and physicians were round her. Father was dumbfounded with grief. Mother was asking me to be kind to all relations and servants. As soon as she gave me the keys of her room and boxes, she breathed her last. Father lay senseless on the ground, and we all, brothers and sisters, wept bitterly.

Hearing the sad news of her death, my eldest uncle, who lived in a separate house, rushed into the room like a gust of wind. Tears rolled down his cheeks. He realized his sense of duty and consoled every one of us.

'Doctors' who had come to see Mother, brought Father back to senses. He, because of extreme love and sorrow, clung to the dead body of Mother and cried loudly. I, being the eldest son tried to console, Father and other relations but to no avail.

'Preparations were then made for the obsequies of the deceased. The corpse was wrapped in a shroud and tied to a bier. The funeral party consisting of fifty persons hurried to the river. Four of them carried the bier by turns and recited *Ram nam satya hai*.

'I, with shaven head and holding a picher full of water, walked with the rest. They reached the burning ghat in twenty minutes. There a pyre was made ready to burn the dead body. They washed the corpse in the river and put it on the pyre. I was asked to set fire to it. The moment I was asked to do this, I wailed at the top of my voice."

My sister, who was working at the sewing machine in the adjacent room, came to me and asked me why I was crying. I told her all about the dream. She explained to me that the dream was nothing but my fancy regarding the sickness of Mother.

She then assured me that Mother would soon recover as it was a good omen. Her prediction was literally true. In two days Father came back with Mother, and she was hale and hearty. All is well that ends well.

3. Mahatma Gandhi

Born at Porbunder in Kathiawar on October 2, 1862, Mohandas Karamchand Gandhi happened to be the son of Kaba Gandhi, the Prime Minister of Rajkot State. His father a man of great common sense, was loyal to the state, whereas his mother was a staunch Vaishnava lady.

Gandhiji was put to school at the age seven. Though shy and nervous at school, he was upright, truthful and obedient. Once the Inspector of Schools gave an exercise to Gendhiji, which he could not do correctly, and would not like to do so though he had received hints from his teacher. Harishchandra and Shravana Kumar—tho two plays sowed in him the seeds of self-denial and obedience to parents.

Gandhiji passed the Matriculation Examination in 1887 and sailed for England in 1888, promising to his mother to lead a pure life. A host of difficulties beset him on board the ship. He got over them by sheer dint of courage and truthfulness. On reaching England he led a life of luxury for some time, but soon retraced his steps. He cut down his expenses, and devoted all his time to studies. This bore good fruit. After being called to the bar he came back to India. It was in England that he learnt the value of time

and the love of one's own country touched the cords of his being.

Gandhiji heard the sad news of his mother's death on landing at Bombay. He bore this loss with great patience. At Rajkot he practised as a lawyer and gained the acquaintance of leading politicians in the country. But soon he went to South Africa to plead on behalf of a Muslim firm. At Durban he saw with his own eyes how Indians were maltreated. This stirred up a noble rage in him and he made up his mind to set up an agitation for getting their grievances redressed. His house was a welcome place for all. He started a settlement in South Africa with the help of his friends and relations. During his stay in South Africa he went to jail many a time and championed the cause of the Indians. At last some of the grievances were set right through the efforts of Mr. Gokhale and Lord Hardinge who was then the Viceroy of India.

Another chapter begins with Mahatma Gandhi's return to India after his long stay in South Africa. He made Gokhale his political guru and did everything according to his directions. Now he toured all over India to gain a first hand knowledge of the conditions prevailing in the country. In 1915 he founded the Satyagraha Ashram at Ahmedabad where each inmate took the vows of truth, *ahinsa*, celibacy, non-stealing, Swadeshi and fearlessness.

In the meantime war broke out in Europe. The Viceroy summoned a conference to secure the co-operation of Indians during the war. Prominent leaders attended it and Gandhiji moved the resolution calling upon Indians to enlist in the army. He went from place to place, enlisting soldiers for the army.

The war came to an end, but the Government still assumed an apathetic attitude towards the political demands of India. Gandhiji could not help starting a non-cooperation movement followed by *satyagraha*. Thousands of men and women co-operated with him and waves of patriotism traversed the entire length and breadth of India. Gandhiji along with other leaders was jailed many a time when he defied any unjust law. His fight, however, is based on non-violence and truthfulness. He strained every nerve for Hindu-Muslim unity and fasted more than once to atone for the wrongs done by others. Once Lord Irwin, the Viceroy, offered him a few reasonable terms. Then he went to London

to attend the Round Table Conference to put the case of India before the British people.

Gandhiji has played a most wonderful part in awakening the masses of India and has rendered extremely valuable services by improving the lot of Harijans. At present he is busy in founding educational institutions for removing illiteracy among them. He is also careful that their lawful right should be safe. Though he is leading a life of retirement; he is wonderfully active and seldom misses any opportunity meant for public good or freedom of India.

He has taken part in many political battles, but he is at heart a man of peace. He is God-fearing and has always lived a pure and unselfish life. The dominant note in his personality is his divine impartiality. He loves children and is very happy in their company. He might be forgotten as a politician, but his name will go down to posterity as a saint and patriot.

4. Blessings of School Life

A school is not only a fountain of learning, but it is also an abode of joys. A boy is put to school not to lead a life of drudgery only but also to make it happy and useful. Keeping this end in view, parents and guardians, wishing to make their sons and wards good citizens, ought to educate them in an institution where due attention is paid to the training of almost all phases of life and where body, mind and soul act in harmony. This can be easily done when teachers try their best to remove the dullness, fear and apathy of the taught and create love and interest in them.

The prayer hall is the place where the boys may cultivate a musical disposition. Every morning hymns are sung in chorus. All the students assemble there classwise and recite the prayer so harmoniously that it is very pleasant to the ear. Often students sing these hymns at home, while doing their work and thus shake off their monotony for the time being. Useful talks by experienced teachers are really interesting and instructive. They inculcate in young minds the spirit of religious unity and toleration and create a healthy atmoshere of nationality and patriotism.

The parliamentary debates of the college and class-debates of the school are sources of immense delight to the students under the guidance of intelligent teachers. They learn the art of public speaking. Witty replies, humorous

remarks and heated discussions impart life to these debates and cheer up the audience. An oratorical contest in a general debate provides great animation.

The general and class libraries keep the students in touch with the master-minds of old, and create in them a taste for wide and selective reading. They make the great authors of the past and present their inseparable companions who guide them in every walk of life. Here teacher recommends them only those books which suit their taste and ability. They never allow them to read books which they cannot enjoy for profit or pleasure.

Methodical class-teaching punctuated with appropriate humour keeps the boys spell-bound. Clever eliciting of answers in the teaching of various subjects sharpens their intellect and quickens their memory. In weekly tests and terminal examinations they imbibe the spirit of competition which is a great incentive to all progress. The just and sympathetic treatment of teachers instructs them to act likewise in every field of their future activities. It is here that they learn the first lessons in duty, love, respect and co-operation.

The playground never fails to fill the students with pleasures derived from healthy and manly games. The physical training given by the drill-instructor not only promotes their health and makes their body symmetrical, but also teaches them how to display manly feats before the public and how to make bodily movoments healthy and graceful at all times.

The school magazine is another means of inspiring literary progress among the students. They are encouraged and guided by the members of the staff to write articles and short stories for it. The editor corrects their manuscripts and sends them to the press. When the students see their own writing in print for the first time, their joy knows no bounds.

In short a school is a little paradise on earth. One cannot find such scope for pleasures elsewhere in the early part of a man's life.

5. A Long Journey

(By land, air and water)

Winter had set in. Ice-bound Srinagar bade us farewell. Father was transferred to Singapore—and it was terrible but varied experience all the way.

As motoring was expensive, we offered to ride part of the way. Pack mules were sent for to carry the luggage while ponies were meant for us. We rode the patient beasts along the down-hill road over the distance of a score of miles, but that was all Our backs ached and we were chilled to the marrow. A motor-taxi was hired to take us to Rawalpindi.

The Sikh driver appeared rather rash, for he was not afraid of driving at full speed round hair pin bends or along narrow roads. The scenery changed altogether. Rugged hills and pin-forests had been left behind. Smooth tarred roads and the bright sun gladdened our hearts. The air was warmer but dusty. The cattle enjoying the sun and grazing about looked so peaceful ; the peasants singing and guarding their fields brought before us a picture of rural India. Little hamlets along the way looked so homely with their womenfolk busy about their work.

By the time was arrived at 'Pindi, all our joy was gone. We were covered with dust from head to foot aud the petrol stench stuck to our nostrils The Sikh driver was paid the fare and dismissed thankfully for he had not brought us to grief, rash as he was. We rested for the night in a hotel and dreamt of Kashmir.

Next morning we took train to Delhi. It was a welcome change for we had more room and other people to talk to. We whistled by painted stations. The bright signals, red and green lights, brillant uniforms of railway employees delighted the eye The vendors with their patent cries seemed refreshing. We passed swiftly across rich fields and broad river in the twinkling of an eye. A slight winter shower on the way made the air crisp and burried all dust. I soon engaged myself in a deep conversation with a youthful fellow passenger. He was a fine chap, for he was a Pathan and talked English. His account of Kabul was so interesting that time never hung heavy on me.

Delhi, India's capital, was in sight and soon our train steamed in. There was a big crowd at the station to receive Mahatma Gandhi who was due an hour later. Wc stepped out and took a taxi for the nearest hotel. Father proposed that we should now travel by air up to Calcutta. I at once jumped up in ecstasy. It was a red-letter day in my life. But what was to be done with our luggage ? We decided to book it by

rail and ship direct to Singapore. Of course, we kept back our bedding and a few other necessary articles.

Imagine my joy when at the aerodrome I proudly stepped into a Dutch air liner. It was a huge plane and it was not without a sense of fear that I imagined I was up in the air. The machine started roaring frightfully and for a short distance it raced along the ground. All of a sudden it left the earth and soared up. I held my breath and closed my eye. Only when the huge bird had attained its altitude, I could open my eyes. As I was strapped to my seat, I could not frisk about. However, I peeped out of the port-hole.

By now fright had left me. I felt, I was monarch of all I surveyed. The wide world lay at my feet all at a glance. The men below looked like dots and houses like play things. The fields and parks appeared to be small green carpets and rivers, slender silver lines. To break the monotony the pilot indulged in a few stunts. He looped the loop, and it was terrible experience. All was topsyturvy. He mounted higher and higher till breathing became difficult. He knew our trouble and descended lower. Talking with him was out of the question in the midst of the appalling din of the machine.

The sun had not yet set when we landed at Dum Dum aerodrome near Calcutta. After the night's rest we were at the dock next morning. Another novel experience of my life awaited me. We boarded the big steamer——City of Rangoon. The vessel looked like a monster and her crew, little devils in blue. The deck, the promenade, the cabins, the forecastle, the tall funnels, the engine-room, the dining hall ——all these and many more which I cannot name, were unique.

When open sea was reached and a day had passed, I had sea-sickness, but soon got over it. Winter cloths had to be cast off now and light stuff was in request. The sea rolled heavily and high waves beat against the sides of the vessel and broke into fine spray. I remembered the line—'Water, water everywhere, not a drop to drink,' for I did taste sea-water once. Our steamer touched at Chittagong, Akrab, Rangoon and after this, we yearned for land till we entered the fine harbour of Singapore.

Here was our journey's end I wish I could write a book on all I saw and heard and felt. The lure of seeing the

world has possessed me and I hope to realize my dream some day.

6. My idea of a Happy Life

Poets and philosophers have discussed a 'happy life' threadbare. But their conception is beyond human reach. It should be practical and attractive according to my views.

Life is a real affair and so its needs are real. We cannot brush them aside by philosophising about their uselessness. Life is in the body, so the latter has to be well cared for. Its primary need is food. It should be pain and nourishing. At this stage of civilization we cannot go back to the habit of consuming uncooked food. But spices are to be avoided. Hunger is the best sauce and it should be kept alive. We eat to live and not live to eat. Milk and fruits are essential, for without them our nerves starve and old age creeps in earlier. I, therefore, hold that food—and good food—is the first essential of a happy life.

Clothes come next. Like our hoary ancestors cannot go about naked. The choice of suitable clothes is an art by itself. All that has the sanction of modern taste and fashion is not hygienic. Yet we cannot make a bold departure from the type of clothes worn by others unless we are prepared to face street dogs and urchins. Here we should steer the middle course and pay keen attention to the requirements of hygiene.

Next in importance is the dwelling-place. The house should be well-ventilated and free from damp. A minimum stock of furniture plain and simple is needed. The house should be well-managed. Everything should be neat and tidy, and to crown all, the inmates should be amiable and cheerful all the time Fine human qualities as sympathy, mutual help, mirth, healthy talks, wholesome habits and good morals are more in request within the four walls of your house than elsewhere.

But abstract qualities alone cannot make one happy. A man has to be sure of his wherewithal. A living income many easily rank topmost in these days of hard economic life. An income out of which one can save at least ten per cent. after meeting all the expenses is what I look for. And then the profession must be to one's liking. One should have one's heart in it, otherwise life becomes miserable.

To relieve fatigue caused by work, there must be ample provision for recreation. Outdoor games as well as indoor games in foul weather are needed. Taste for music is a great boon. The radio is a modern marvel and a set can be had cheap enough. Newspapers, magazines and health books for light reading should be available. A library of books written by master minds is essential for culture. Occasional trips to places of interest and travel for the sake of knowledge have great cultural value.

It is this aspect of culture that marks off a man from a savage. But it has no right to be skin deep only. It must dye the soul and here religion and meditation play their part. They elevate a man and change his gross self into fine spirituality. He begins to feel his one-ness with the universe. At this stage he becomes really happy and any loss of material benefits cannot make him miserable. All virtues flow into him and guide him through weal and woe. Hypocrisy has got to be guarded against. It is, therefore, well to talk religion less and practise it more

If a person leads a life according to my views, I am sure he is happier than a king and the *summum bonum* for him is already achieved. He has not to worry for the future, for it rests in God's hands and He will never let him down

7. How I spent the Dewali Vacation

On Saturday the school was closed for the Diwali Holidays. Finding myself relieved of the thraldom of school teachers, I was fully of joy. I returned home hurriedly and found mother awaiting me very anxiously. She gave me a little pastry to eat. She then asked me to accompany father to make necessary purchases for the impending festival.

As I passed through lanes and streets, I saw many houses being whitewashed, swept and cleaned. I asked father, "Why do they not clean them so thoroughly on other occasion ?" He said, "This festival is celebrated at the end of the rainy season. It is based on hygienic principles. During rains bugs, flies, mosquitoes and other insects and germs multiply. Sometimes they cause great epidemics, such as, plague, cholera, small-pox and influenza.

"These fatal diseases sweep away thousands of poor people ignorant of the laws of sanitation. Taking pity on the deplorable condition of the ignorant masses, our far-sighted ances

tors fixed a day on which every man should make his house neat and tidy lest the goddess of wealth should be displeased. Some people think that it is only a superstition. But in my opinion it is a fact. A person who abides by the laws of sanitation is always hale and hearty and is rarely subject to the pangs of poverty.

"Some people hold another belief about the origin of the festival. They say that on this very day Ram Chandra returned to Ayodhya after defeating Ravana. To show their loyalty the citizens make great festivities and rejoicing. Thus to keep up the tradition the Hindus on this particular day make great celebration."

Before father had finished his statement we arrived at Chauk where I was glad to see several new things. There was a brisk side of toys, fruits, utensils and sweets. Almost all the shops were crowded with customers, with faces beaming with smiles and enjoying buxom health. Father went to visit his friends and I returned home with the purchase.

It was seven o'clock and I was dog tired. I had my meal and went to bed.

Next morning I got up early. Mother asked me to get some labourers from the market. I did so. They cleaned and whitewashed the whole house from top to bottom for two days. I was awfully busy doing odd jobs. I arranged all the furniture in the various rooms and at intervals ran to market or attended calls.

On the festival day at sun-set I went to the fair with my brothers and cousins to feast my eyes on the illuminations and to buy sweets and toys. With great difficulty we managed to thread our way through the crowd. We walked very cautiously lest some pick-pocket should relieve us of our cash and make good his escape.

Just at six electric bulbs and oil-lamps were aglow here and there. The whole scene was glorious. The demon of darkness and gloom had given place to light and jollity.

Sweets and toy-shops hummed with customers. These shops and illuminations increased the grandeur of the fair. After some higgling at various shops, we brought sweets and toys worth four rupees.

We hurried back home and illumined every nook and corner of our house with tiny earthen lamps. At ten o'clock

the family worshipped the goddess of wealth with great devotion. Grandmother distributed 'prasad' to every one. Then I retired to rest and had a sound sleep.

Next morning I got up late and climbed on the terraces to fly kites. After some time I had my breakfast and went to visit various friends and relations. At dusk I came back and studied till late in the night. And then with sweet memories of the festival I went to bed and enjoyed a series of happy dreams.

8.—A Ramble in a Forest

It was a bright morning. Ripe crops of wheat and barley swayed in the mild breeze. They attracted herds of deer and antelopes which were scared away by the cries of the peasants and the beat of drums. Cultivators were busy watering the vegetable farms from the network of steams and rivulets that filled the velley.

Near by wild nature smiled at her best. Tall trees stood like giants and round them were low thickets dotted with multi coloured flowers. Their sweet smell filled the air. No garden flower could match them in beauty or fragrance. Rabbits and lizards raced about on land, while on tree-tops and in the sky doves and sparrows chirped about and they alone broke the stillness of the forest.

We were tempted to enter this realm of nature, but we took cared to be ready with our rifles at a moment's notice. A sudden rustling sound started us. Two persons armed with guns approached us. We thought they were robbers, but they were very polite and offered to guide us to a safe place. In fact they were the ranger's men. On our way we saw a leopared carrying a lamb. We fired at and missed the aim.

At the camp we found rest and food as well as company. The ranger was a jolly fellow and he greatly amused us with his stories of adventure. At nightfall fire was lit all round the camp to keep off wild beasts. Sleep was impossible, for in a forest nights are days for the wild animals. They come out of their dens and other hiding places in quest of prey. There is a good deal of terrific din caused by screaming, howling and roaring.

Luckily it was a moon-lit night. We pulled aside the flap of the tent-door in order to have a full view of Nature's

zoo at its best. We could catch sight of hyenea, bears, and even a few tigers Wild dogs and cats and foxes were commonplace. Before dawn all these ferocious beasts disappeared as if by magic. They were all back in their dens and there was perfect silence once more. We heaved a sigh of relief after the frightful experience of the night.

At day-break we ventured out for a stroll in the neighbourhood. We were told there was a party of hunters near by. They had kept an all-night vigil on a 'machan' among the branches of a tree waiting for a tiger. We reached this interesting spot. A ladder was lowered to enable us to go up to the 'machan'. There we looked round and saw a badly mauled goat with a dead tiger on the other side. It was clear that the tiger had been shot down by the men above while it was attempting to carry away the goat. No doubt we missed this event as it actually happened, but we were not very sorry, for it would have been too much for our nerves.

On our way back to the camp we were horrified to see a huge python coiled round a dead deer which it had crushed to death.

After our midday meal and a little rest we marched some distance till we found ourselves at the foot of a hilly range. A spirit of adventure seized us; we were determined to climb to the top and explore the heights. It was no easy job but we succeeded in reaching the top from where we had a bird's eye view of the entire landscape stretching far into the horizon.

Down below objects looked very small. Big farms shrank into tiny patches and men and cattle dwindled into little toys creeping about. Streams and canals shone like silver lines crossing one another. The thick forest appeared like a huge green carpet joining the lowlands and the hilly parts.

For greater details we use our binoculars. This enabled us to spot out little hamlets scattered about here and there. Far away against the horizen we could locate a bridge and a rail-road and a few tall buildings of the nearest town. Thus we felt so happy to get a fine glimpse of natural scenes spread out like a picture at our feet.

9. An Indian Village and its People

India is a land of villages. Ninety per cent. of her people

depend upon agricultural pursuits. If we want to study the real life of India, we must visit a typical village far from the din of a modern town.

An Indian village generally consists of a cluster of mud-houses with thatched roofs. The walls have no windows or ventilators. The streets are winding, dusty and dirty. There are no drains and sewers to carry off filthy water which accumulates in a pit outside each house. At a stone's throw there is a pile of rubbish preserved for manuring fields. Its stench is so strong that a stranger cannot stand it long.

A *chaupal* stands in the village square below a *nim* or tamarind tree. The upper class commonly resides in the heart of the village, but people of inferior castes dwell on its skirts. Ruins of houses scattered about bear testimony to its decay. Just outside there is a pool of stagnant water where swine and buffaloes wallow about in the mire. The pool, the rubbish and the trenches add to the insanitation. These breed germs of infectious diseases. Sometimes the whole population is swept away by epidemics.

At each extremity there is a public well where young and old ladies flock morning and evening to draw water. The temple stands in a corner surrounded by a small flower-garden. It is a common place of worship for the village. Its dome is visible from a considerable distance, lording it over the surrounding country.

Village folk are very hard working. In spite of their industrious habits and simple living, they cannot make both ends meet. This is due to their ignorance of the scientific methods of agriculture. In order to understand rural life, we must take into account the daily routine of an average peasant. He gets up before dawn and goes to his field, carrying the plough on his shoulder and driving along a pair of bullocks. He starts ploughing and punctuates the dull work with merry songs and occasional vulgar abuse showered on his bullocks.

At noon his wife comes with food in one hand and a sickle in the other. He stops his work and rushes to the well hard by for a bath. He sits in the shade of a mango or *mahua* tree to enjoy a hearty meal. Meanwhile his wife unyokes the bullocks who run first to the pond to drink water and then to graze in the nearest pasture. While he has a nap, his wife

cuts grass in a mango-grove and gathers dry sticks for fuel. At two in the afternoon he resumes work and continues till sunset. He returns home carrying a bundle of grass which his wife has already cut He leaves his cattle in the shed swept neat and clean by his absence. The hungry cattle enjoy the fodder prepared by their mistress The husband milks the cows while the wife cruelly holds back the emaciated calves.

The woman assisted by her daughters performs odd jobs at home and the man holding a *hukka* in his hand hastens to the *chaupal* in the village square to gossip with his friends. In the midst of this assembly fire burns all the time while the merry *chilam* goes round. Sometimes the tranquillity is broken by a heated discussion resulting in a quarrel. The dispute is settled by the headman or the schoolmaster whose judgment carries authority. In most cases people settle their differences in this *Panchayat*.

Even in these days of advancement illiteracy reigns in most of the villages. Very few of them are blessed with a primary school run by a teacher employed by the district board. He is the most respected person in the village. Sometimes he acts as the village sub-postmaster. He impresses his ability by reading out the contents of a newspaper or discussing current politics. The classes are held in a single room. The teacher sits on a shaky chair and the boys squat on the floor. The visit of the Sub-Deputy Inspector of Schools is an event of great importance to the village folk. He is usually the guest of the schoolmaster or the zemindar.

Indian villagers are hopelessly poor. They wear tattered clothes and have hardly one meal a day. Hunger and nakedness dog them at every step. The zemindar and the money-lender not only suck their blood but also eat the marrow of their bone; the former lives on the fat of the land leaving the crumbs to the poor peasants. After paying land revenue to the zemindar and interest to the *mahajan* they are hardly left enough to last a month. On the occasions of the marriages of their sons or daughters they are buried in debt which they can hardly ever shake off.

An Indian peasant's life is by no means enviable; it is one long chain of sorrows. The only occasion of gaiety and mirth he finds whenever there is a religious festival or social function, such as a wedding or a feast. The Holi, the Diwali,

the Id and the Dasehra are the few happy occasions in the life of an India villager. Beyond these he cannot think of any other form of recreation and amusement. Games and sports as we understand them in city life are unknown to him.

In spite of their poverty and illiteracy Indian peasants are very honest in their dealings. They are hospitable to strangers and guests. They would rather starve than disappoint a guest. They are not vain like the townsfolk. They have simple and staunch faith in their religion. They are superstitious and believe in ghosts and witches.

They imagine a malady is caused by evil spirits. They would rather try to appease evil spirits than put the patient under proper medical treatment. This is the reason why so many untimely deaths occur in villages. Moreover there are few competent doctors or physicians in rural areas. In some villages medical aid almost impossible.

Thanks to the government, efforts are now being made for rural uplift. Co operative societies have been started to enable villagers to borrow money, seed and implements at cheaper rate. Illiteracy is being fought by opening free night schools and circulating libraries. Qualified doctors and sanitary inspectors are deputed to the countryside. 'Rural Development' schemes including agricultural demonstration and cottage industries will, it is hoped, brighten the future of India at no distant date.

10. The Radio

The radio is a marvellous modern invention. It is an improvement upon wireless telegraphy. It is a delicate instrument and its detailed working is not at all easy to understand Still an attempt to do so is sure to be interesting.

As soon as a sound is made, its vibrations known as 'sound waves' are produced in the air. These waves fill the atmosphere. If you speak in a closed room near a tall chimney, your. words can be heard at the top as clearly as inside the room The reason is that the sound travels through the medium of air. The same process is employed at a broad casting station where an instrument called the microphone catches the faintest sound and the transmitter throws the sound waves across space by means of electric force. When a message is to be broadcast, the speaker stands near the microphone or 'mike' in short, and the sound waves spread all round the world in ever-widening circles.

The process can be compared to the spreading ripples caused by throwing a pebble into a pond. The message can be received in places which have receiving set popularly known as the radio and changed into the same vibrations as were caused by the original speaker. They are then turned into audible sound by a loud-speaker within the set.

The raido is worked by ordinary electricity and is generally connected with a long horizontal wire tied to two poles. This wire is called the 'aerial'. Being fixed high-up, this aerial comes into contact with the electric waves without any serious disturbance and passes them on to the radio along a connecting wire. So much for the working of the machine. Now let us turn to its great utility in life.

The radio is a boon to commerce and industry. The market rates of important commodities are radiated at a time all over the world. This brings about uniformity in prices. Both the buyer and the seller have to face no inconvenience in setting a bargain. Competition is keener than ten years ago. If Japan sells a particular article at a certain rate, America, in order to capture the market, will try to make it better and sell cheaper. These days business on a large scale does not require a big capital, but a radio and enough skill to tackle smoothly the sudden rise and fall in prices.

No teacher, books or papers can give us uptodate news like the radio. World's great scholars in arts and sciences give us free lectures in our leisure hours and better our knowledge from day to day. The radio has cast the newspaper in the background. A daily listener is often much better informed than a bookworm. He may learn any language or dialect used at a broadcasting station. Thus the radio is a great language teacher. For instance, before the outbreak of the present war, broadcasting in Hindustani was confined to India only, but now talks in it are transmitted from Berlin, Rome, London, Tokio and other places. One country can easily exchange ideas with another by means of the radio.

Besides, music plays the most important part in the radio world. It has a great educative value. Eminent singers and musicians are at our service whenever we want them. They not only remove care and fatigue, but also create a taste for the fine arts.

The radio has a great civilizing force. Each nation can easily become familiar with the habits and tastes of other nations. In this way she is able to adopt the good points and

cast off the bad ones Moreover, a spirit of tolerance grows in widely differing peoples and a desire of brotherhood among them is bound to grow as time passes.

There is no good unmixed with evil. The countries at war leave no stone unturned to further their propaganda on the radio against the foes Each warring nation broadcasts talks and messages detrimental to the interests of her enemies. Nowadays the radio is a much more powerful weapon than the deadliest instrument of war. The press it has cast into complete shade it this respect at least. Great persons like Churchill and Hitler can be heard directly. Their forceful language enters our ear and strikes our hearts direct. This is impossible in cold print.

Within the next fifty years the radio must undergo further improvement. It will be cheaper and within the means of common people. Now with a radio set our ear is active but the eye is not. The mind has to be satisfied with imagined pictures and scenes. Already news pictures transmitted by wireless photography appear in daily papers and there have been successful experiments in transmitting pictures with sound to the radio set. This new invention is called television. In a few years, it is hoped, television sets will appear on the market. Some time later it will drive out of use the radio sets.

Science will have to accomplish more. It will then try to convey smell and touch into a receiving set if it can. The world with such wonderful sets will be unique to live in.

11. Aviation

Man's ambition has always been to conquer nature. He tries to save time and energy. Railways, steam ships and motor cars could not satisfy him. He longed to discover still quick means and conquer new lands and extend trade and commerce. He foresaw a possibility in these respects if he could somehow gain mastery over air.

He observed closely the flight of birds and the flying of kites. He studied carefully the effect of wind and gravity on them. He made balloons filled with light gas and rose to a great height and came down quite safe. This, however had no utility. Further efforts were made to this end.

He made a light frame with two wings across it giving it the shape of a flying bird. He then fixed two wheels under-

neath the frame to make it race on the ground with the help of motor power. Propellors shaped like the blades of an electric fan were fixed in front of the machine. They, with the help of the wings, could lift bodily the whole machine and also support it in mid air. Thus came into existence the first aeroplane. Ever since its invention numerous improvements have been introduced to made travelling by air much quicker, safer and more comfortable. Aeroplanes have shortened time and space. For the sake of safety and convenience the air routes are fixed. If one studies carefully an aviation map, one will understand how air services are conducted all over the world. An important air route is from London to Melbourne in South Australia *via* Karachi, Calcutta and Singapore. An aeroplane bound for a particular country alights at fixed places called aerodromes for a fresh supply of petrol and petty repairs if necessary. The plane flying from Karachi to Calcutta halts at Jodhpur, Delhi, Cawnpor, Allahabad and Bankipore.

These days foreign mail is mostly carried by aircraft. Its rate is higher than ordinary postage. Parcels and registered letters are charged for in the same way. Journey by air is not so cheap as by land and water. Only the rich can have the benefit of it. The fare from Karachi to London is about £ 95. Some countries which have enough planes often transport particular goods by air. During the last fifteen years air communication has developed by leaps and bounds. The day is approaching when even middle class people will be able to travel by air. They will visit London and Tokio as they do Dwarka and Rameshwaram. It is not unlikely that in future all exports and imports will be made by air.

In times of peace aviation is no doubt a blessing, but in war it is a curse The strength of a nation does not depend upon her man-power alone, but mainly upon her air force. A nation having mastery over air can subdue her enemy however populous and resouceful in other ways. As far as population and mineral products are concerned Japan is a pigmy before China, but the former is by far the more powerful. By dint of her air force Japan has conquered a big slice of China

Air raids are very frequent nowadays Both England and Germany are trying to ruin each other. They destroy private and public property without distinction and kill innocent people in large numbers. Sometimes on desperate occa-

sions these aeroplanes can very easily spread poison gas, which results in killing so many harmless people. If these things continue unchecked the world must rush headlong the path of annihilation.

Man has thus abused his intelligence. He is doing more evil than good with his aeroplanes as well as other inventions, although the aeroplane by itself can bring unending blessings. But the conquest of air has made man selfish and demoralized. In the present state of affairs for the welfare of mankind all aircraft should be destroyed to prevent further mischief.

12. Science—its good and evil

Man's ambition is to conquer nature. Science has enabled him to do so. He has made long strides in so many aspects of life.

Today he can move much faster than his legs can carry him Railways, steamships and aeroplanes have brought him mastery over land, sea and air. Transport of goods is much safer and quicker and commerce between nations flourishes as never before. For local needs tramways and motor vehicles play their part.

In matters of communication, the telegraph, the telepnone, the television and wireless are modern marvels. They have shortened time and space beyond expectation and the world today is a much closer unit.

The discovery of steam power and electricity has worked wonders in all walks of life. Gigantic industries have come into being with the help of machinery and their output is of the finest and most durable quality. Much less effort is needed to produce all that modern life needs. Large-scale farming yielding rich harvest has been made possible by science.

Engineering skill has been unique. Long steel bridges and tunnels are miracles of science. Tall sky-scrapers equipped with electric lifts and long wide canals turning deserts into smiling fields are the finest examples of what man can achieve. The Suez and the Panama Canals are modern highways of commerce as they connect vast oceans.

In a different sphere, that of medicine, science claims triumphs. Most difficult surgical operations are performed with the greatest ease. Preventives like vaccination and inoculation have saved millions of lives. Treatment by X-ray or radium is without parallel. Countless new drugs have

been discovered to relieve and cure human suffering. Old age can be made to disappear by the grafting of glands. Modern apparatus enables the deaf to hear and the almost blind to see.

Apart from these, human comforts and luxuries have made life attractive and worth living. Electric fans and heaters make one forget the rigours of the season and the radio music removes fatigue after a hard day's work. The printing press sends forth millions of news sheets to eager readers. The cinema, the gramophone and the stage made lively by the aid of science afford no mean recreation.

But no good is unmixed with evil. If science has made a god of man, it has also drawn the devil out of him. He has abused it also. The modern weapons of destruction are the products of highly scientific brains. A war of today is a hundred times more dreadful. Bombing aeroplanes, submarines, shooting torpedoes, magnetic mines, long-range guns and poison gas are all extremely clever and quick devices to kill fellow-beings in hundreds and thousands.

In a different manner, science has produced a host of invisible ills. Man is gradually giving up the use of his limbs and has become physically poorer. The railways and motor vehicles have become his real legs; cranes and lifts, his real arms; machines and printing presses, his real brains. Highly refined means of recreation and articles of luxury have driven out his capacity of drawing joy from simple nature.

Prosperous cottage industries have been replaced by huge mills and factories. Instead of thriving villages wealthy cities have grown up. Wealth and contentment that were common to all have passed into the hands of the few. The result is a constant struggle between labour and capital.

Science has, therefore, brought both good and evil in its train. Man is to decide which he should choose and develop. With the former lies the way to peace and contentment; with the latter, strife and death.

Essays in Outline

N. B.—Students are required to expand the points given into camplete essays.

1. An Indian Bazaar

(a) Shops selling the same stuff are found in the same

street ; (b) Difference in prices from shop to shop ; (c) Need of bargaining ; (d) All types of people ; (e) Bad traffic control ; (f) Great dust and disorderliness ; (g) Cries and curses.

2 A Moon-lit Night

(a) Real charm realized in summer in hot countries ; (b) Ugly things by day look beautiful in moonlight ; (Give examples) (c) Effects on poets, lovers, philosophers and mad persons, (d) The Taj in moonlight ; (e) Peaceful quiet and soothing effect.

3. Life in a big City

Advantages:—(a) Educational facilities ; (b) Easy to find work ; (c) Communication with outside easy ; (d) Hospitals and libraries ; (e) Big market for purchases ; (f) Good road and lighting ; (g) pukka houses ; (h) Recreations.

Disadvantages :—(a) Want of fresh air ; (b) Accidents on roads ; (c) Want of verdure ; (d) Noises ; (e Adulterated food ; (f) Costly living ; (g) Riots ; (h) Temptations ; (i) Luxuries.

4. Physical Exercise

(a) No prescribed rules (b) form of exercise differs according to taste and physique (c) Utility (b) Builds body and characters (e) Prevents diseases (f) Ensures longevity (g) Keeps one cheerful (h) Improvement of progeny (i) Lessons from nature—animal life.

5. A Communal Riot

(a) Cause and origin (b) How it spread (c) Areas affected (d) Crimes perpetrated (e) Arson and loot (f) Panic (g) Normal life at a standstill (h) Classes of men who suffered most (i) After-effects (j) Police activity (k) Peace-makers among prominent citizens (l) How confidence was restored. 10

6. A Football Match

(a) Sides—date—time—place (b) Sale of tickets (c) Arrangements inside and outside the enclosure (d) Hawkers (e) Betting (f) The game itself (g) Prominent players—goalies (h) Score by half-time (i) Flow and ebb of the game (j) Losing side makes up and beats the opponents. (k) Uproar of spectators (l) crowd disperses.

7. The best boy of my School

(a) Name and class (b) His routine (c) His routine (d) His hobbies (e) His excellence in studies and (f) games and sports (g) His ambitions (h) His moral (i) His usefulness at school (j) His relations at home (k) His lovable manners (l) His bright example at school and neighbourhood.

8. The lifs of a Dhobi

(a) Early rising (b) Hard life in the open in all seasons (c) Long hours of works (d) His dirty work and consequent danger of infection (e) His entire household help him in work (f) His burden of beast—the donkey (g) Poor wages (h) His bad habits—drinking and gombling (i) His woes and joys (j) His status in society and usefulness.

9. Modern Machines

Advantagees:—(a) Annihilate distance (b) Facilitate transport (c) Mass production at a cheaper rate (d) Provide recreation (e) Commercial uplift (f) Protection against famine (g) Physical labour reduces to the minimum.

Disadvantages :—(a) Discontent between labour and capital (b) Easy-going life (c) Accident (d) international rivalry in commerce resulting in warfare (e) Wars rendered much more terrible (f) Disappearance of quiet life.

10. A Marriage Celebration

(a) Preparations (b) Details of rites performed (c) Social activities—etc. (i) 'Bara' procession (ii) Dinner (iii) Amusements for the guests (iv) Gifts for the couple (b) Departure of the bride (e) Gloom over bride's relations.

11. A Railway Accident

(a) The train running at full speed; its passengers sleeping and dozing and unaware of the mishap.

(b) The pointsman neglects his duty ; the train colides against a goods train at rest.

(c) Passengers thrown off their seats ; jerks, cries, deaths and severe injuries.

(d) Engines wrecked ; trains damaged ; the railway line in disorder ; only a few persons escape death.

(e) A rescue train arrives with all requisites—doctors, volunteers, medicines and food stuff.

12. An Election

(a) Bustle and activity in the town ; leaflets and posters at every step ; lorries, *ekkas, tongas* ect., carrying voters run in all directions.

(b) Convassing speeches, bribes, free distribution of sweets, threats and requests.

(c) Scene at the polling station—an array of tents, a crowd of voters and visitors, shouts of cheers, quarrels and disputes, great excitement, guessing of result.

(d) Time for voting is over, counting begins, result is announcad, the winner is taken out in procession.

13. A Public Function in your School

(A Prize Distribution)

(a) A 'shamiana' is erected, pictures and mottoes are hung, carpets are spread, a stage is erected, seats are arranged separately for boys and visitors.

(b) The arrival of the President is followed by loud cheers and clapping.

(c) Boys sing in chorous, and then recite poems ; an elocution contest takes place ; a short dialogue is staged.

(d) The Head of the institution reads the report ; the President delivers his speech appreciating the progress of the school ; prizes are distributed.

(e) A holiday is granted and sweets are distributed class-wise.

(Set in U.P., H S. E., 1942)

14. A River in Floods

(a) Heavy rains fall on hills and plains ; the river over-flows its banks ; neighbouring fields, villages and hamlets are submerged.

(b) Trees are uprooted, houses are washed away, cattle are drowned, people are rendered homeless.

(c) Heavy loss of life and property takes place and an epidemic breaks out.

(d) People raise subscriptions to supply the poor sufferers with food and clothing

15. Busy time Scene at a Railway Station

(a) Rush at the booking office ; pick-pockets alert and active.

(b) Waiting rooms offer a scene of manifold activities.

(c) Porters move about ; passengers await the arrival of

the train anxiously; vendors sell their articles using peculiar cries.

(d) Coolies sit in a line; railway-men are active.

(e) The train steams in; passengers rush towards the train; people get into and out of the train; coolies carry the luggage of the passengers.

(f) The guard whistles; the train steams off.

(g) Perfect silence after the departure of the train.

(Set in U. P., H. S. E., 1942)

16. An Ideal Home

(a) My present house—its drawbacks, e. g., dust and noise. (b) The sort of house I should like—airy and spacious locality. (c) The study and pictures. (d) Type of furniture I prefer. (e) The garden I would have round the house. (f) The type of servants I would engage. (g) Provision for recreation. (h) Other equipments for comforts.

17. Life of an Indian Peasant

(a) His dwelling and surroundings. (b) His family. (c) His daily routine. (d) The harvest time and workless months. (e) His poverty. (i) His few joys—festivals and social function. (g) His narrow outlook and illiteracy. (h) Natural calamities affecting him—famine, floods, epidemics. (i) Treatment at the hands of landlords and 'mahajans'. (j) Contract with foreign peasants. (k) A few suggestions for his improvement.

18. A particular Village in India

(a) An old village of historical importance. (b) Its past glory and present plight. (c) The mudhouses. (d) Poor sanitation. (e) Lack of education (reference—the village school). (f) Daily routine of the people. (g) Naked children playing all day in the dust. (h) The village temple or the mosque. (i) The village crafts. (j) Poverty and its effects. (k) Social evils. (l) Simple joys and sorrows.

19. An evening at a Cinema House

(a) Outside the building—bright light; huge posters; crowd; hawkers; vehicles; etc. (b) Rush at the booking window because of a famous film (name it). (c) Inside the building—decorations; full house; types of spectators; din and noise. (d) The show itself—remarkable features, e.g., colour scences; clear voice; splendid backgrounds. (e) A *very brief*

summary of the plot. (f) Best actors and actresses. (g) A few examples of humour and touching scenes. (h) The most appealing songs. (i) Last impression left by the film as a whole.

20. The Autobiograpey of a Motor Car

(a) My birth at a large factor in America—manufacture of separate parts ; assembling them together ; painting. (b) My first trial run—great joy felt in seeing the outside world ; how passers-by admired my looks (c) Shipment to India—life on board like a prisoner ; landing at Bombay by means of a crane (a novel experience). (d) Brief but luxurious stay in a show-hall—flow of visitors intending to purchase me ; a few trial runs ; bought by a maharaja. (e) My immediate attendant—a chauffeur. (f) Excellent treatment. (g) My residence —the royal garage. (h) My daily duties. (i) An accident brings me into disrepute ; I am sold off. (i) My new master (an active businessman). (k) My hard work and old age followed by breakdowns and repairs but defects multiplied. (i) Finally I am sold off as scrap-iron ; awaiting my creamation in a furnace.

21. A Picture of Free India in the Future

(a) An ideal democratic state, i.e., government of the people by the people and for the people (b) Separation of religion from politics (illustrate). (c) Widespread education —general and teachnical. (d) An Indian Parliament—important legislations to remove all social evils (give examples). (e) Equal distribution of wealth among all. (f) New departments such as a big navy, a powerful air-fleet, modern land defences. (g) Relation with foreign countries. (h) Better commerce—world-wide. (i) All round prosperity—an equal partner in the commonwealth of nations ; spread of Indian civilization in other countries.

22 First day of a school session

(a) General disorderliness is apparent at first sight. (b) Great rush of students seeking admission with their guardians —their anxious inquiries and hurried steps. (c) The most busy day for the headmaster and the clerk—seeing visitors, examining admission forms and transfer certificates, weighing reports of tests by teachers. (d) The work of the staff—addressing and keeping the classes busy ; holding tests ;

realizing the dues of new admissions; announcing the time table and books. (e) Great excitement among the boys—meeting old friends; missing some; pride of belonging to a higher class; making friends among the new-comers; getting familiar with the new teachers. (f) End of school time—boys depart but the members of the staff keep on; all the bustle disappears.

23. How I spent the Summer Vacation

(a) Great relief after the school closes. (b) My programme. (c) Place visited. (d) Meeting old friends and relations. (e) Healthy physical exercises. (f) Hobbies. (g) New things learnt. (h) Interesting books read, (i) Some useful social work, e. g., removing illiteracy. (j) End of the vacation.

24. The Best Scout of my School

(a) His name and class; looks and dress. (b) His cheerfulness at all times; his friendliness with all. (c) His moral qualities. (d) His health and activities in games and sports. (e) His general knowledge. (f) A few bright examples of good turns done by him. (g) He leads his troops in camp fire and competitions. (h) Acts of social service. (i) He promises to be an ideal citizen.

A LIST OF ESSAYS ON SUITABLE TOPICS

Write the following essays in about four pages each—

1. A dream which you can never forget.
2. A day in the life of a bird.
3. A journey described in a letter to your friend or relation.
4. A big city that you have visited.
5. An excursion to an interesting place.
6. A day in the life of a *dhobi*.
7. A garden (public or private).
8. A building (public or private).
9. A trip to the countryside.
10. A marriage party.
11. A public meeting which you attended.
12. An accident witnessed by you.
13. A natural calamity, e g., an earthquake.
14. Experiences of an examinee.
15. A day in the rainy season.

16. A day in the winter season.
17. A day in the summer season.
18. A holiday spent.
19. A remarkable day in your school or college.
20. An ideal Collector.
21. Your daily routine.
22. Your programme of a world-tour.
23. A house on fire.
24. A dramatic performance.
25. The best boy of your school or college.
26. The story of a miser.
27. Your likes and dislikes.
28. A visit to a circus.
29. A day with a spy or a pickpocket.
30. Adventures of an ant,
31. Street-hawkers.
32. An important place of pilgrimage visited by you.
33. Familiar hawkers.
34. An hour at a toy shop.
35. Clever ways of advertisement known to you.
36. Superstitions in India.
37. Animal intelligence.
38. Types of idlers (students specially).
39. A picnic by moonlight.
40. Amusements in a town ; or a village.
41. A visit to a big hospital.
42. Your hobbies.
43. An outbreak of plague or cholera.
44. Means of transport—old and new.
45. Scientific inventions and our comforts.
46. Your favourite hero.
47. A common language for India.
48. Experience of a traveller in a lonely forest.
49. The story told by your school or college clock.
50. Imaginary adventures of a rupee, a stick or a book.
51. A market day.
52. A prize distribution in your school or college.
53. A river in flood.
54. A ghost story.
55. The opening day of a school after the summer vacation.
56. Elections (Municipal or Assembly).
57. A big exhibition.
58. An imaginary visit to heaven or hell.

59. The Policeman—his life and risks.
60. The Indian barber.
61. A real or imaginary aeroplane fight.
62. An Indian Bazar in a big town.
63. A daring dacoity.
64. A trip along a river in a boat.
65. A visit to a Cinema House.
66. The Coolie—his daily life.
67. Town life and Country life.
68. 'Dasehra'.
69. 'Diwali'.
70. 'Holi'.
71. 'Muharram'.
72. The day on which annual promotions are announced at a school.
73. A solar (or lunar) eclipse.
74. A visit to big jail.
75. A visit to a fair.
76. How will you spend Rs. 10,000 in the best way ?
77. Hotel Life—its merits and demerits.
78. Advantages and disadvantages of living in an Indian village.
79. A village quarrel.
80. Kindness to animals.
81. A stormy night.
82. A railway collision.
83. A big labour strike.
84. The famous Indian canals and their utility.
85. The Caste System—its merits and demerits.
86. A few incidents of your childhood,
87. Influence of climate on character.
88. Careers open to a young man in India.
89. Electricity and its uses.
90. Indian beggars.
91. A story of two life-long friends.
92. Outdoor games and their influence on character.
93. The Kabuliwala as a money-lender.
94. Troubles of a poor middle-class family in India.
95. The feats of a juggler or magician.
96. Health and how to preserve it.
97. Some strange customs in India.
98. Indian Home Life—its pleasures and sorrows.
99. Indian Mountain (or Jungle) Scenery.
100. A journey by bullock-cart.
101. A journey by train or motor.

102. My First Day at School or College.
103. The Village or Town I live in.
104. My intimate school or college friend.
105. A kite-flying match.
106. Main industries of India
107. How modern wars are fought.
108. A camp-fire by scout.
109. A Railway Station.
110. The Post Office.
111. An appeal for a Famine Relief Fund.
112. The dowry system and its effects.
113. An Indian River.
114. The Village Schoolmaster.
115. The Press and its importance.
116. The Snake Charmer.
117. Faqirs and Sadhus of India.
118. Three years on a lonely island.
119. The Radio and its uses.
120. A Farewell Address.
121. Domestic animals in India.
122. The plight of widows in India.
123. Annual sports at your school.
124. An exciting match witnessed by you.
125. Variety of dress in India.
126. Peculiar professions followed in India.

(For detailed study consult the latest revised and enlarged edition of *All-India School Essays and Letters* by Prof. A P. Mathur and Mr. Gulab Ram Dave, published by Messrs. Dum Dumji and Co., Agra.)

CHAPTER V
MISCELLANEOUS

(a) A Selection of Proverbs or Thought Gems.

N B—Proverbs are terse expressions; they contain within themselves a train of ideas in logical sequence. It is excellent exercise in English composition to expand the ideas latent in a proverb To serve as illustrations five proverbs have been explained at length in the beginning. Students are advised to attempt a good number of them on similar lines

If A hedge between keeps the friendship green.

If there is no boundary line between the fields of two farmers, they are very likely to come to a class on the question of the demarcation of their lands even though they are friends. But if there is a hedge (or a ditch) between their

farms, it is not likely for them to quarrel for a division. Their friendship does not receive a hitch on this account. In the same way too much closeness in friendship is bad; for under such circumstances one cannot but act according to the wishes of the friend, and these wishes may be unwarranted and not to the liking of the former In the absence of too much intimacy one may find fault with one's friend's failing and still remain a friend. There can be no sudden breach of friendship between two such friends Just as a hedge between two farms imparts some greenness to the lands, in the same way slight aloofness between two friends keeps their friendship fresh and constant.

2. Calamity is the touchstone of a brave mind.

The touchstone is a kind of black stone. It is used by goldsmiths to distinguish between pure gold and its alloys. The two metals look similar to the naked eye, but when both are rubbed over the touchstones, the difference becomes visible, the mark of pure gold on it being brighter than that of the alloys Same is the case with men. Under normal conditions all men look alike. When there is danger one can know who is brave and who is a coward. A brave man faces it boldly ; a coward runs away from it.

3. He lacks most who longs most.

A man of the contentment is always happy. His desires are limited. He does not ruffle his peace of mind by agitating for material gains. On the other hand, an ambitious man cannot enjoy peace As soon as he has got one thing, one strives to get another. His wishes are never completely satisfied, because their number is endless. Thus the richest man is he who wants nothing; while one who is always wanting for more is the poorest of all.

4. Many a slip 'twixt the cup and the lip.

Suppose you have a cup of milk placed before you You may not be able to drink its contents. It is just possible that the cup may break, or a cat may spoil the milk by drinking some of it, or you may drop the cup while raising it to your lips. In short, you may come across several adverse circumstances before you are able to enjoy the milk in your cup. Thus the underlying idea of the saying is that many obstacles may intervene before one is able to obtain and enjoy a thing.

5. Sorrow is the canker of health.

Canker is a disease in plants. It eats into the flowers and leaves of a tree and spoils its natural beauty and freshness.

Similarly, sorrow deprives a man of his health, his youth and jollity, and brings about premature old age.

Expand the underlying ideas in the following :—

1. Action is thy duty; reward is not thy concern.
2. A contented mind is a continual feast.
3. A courageous foe is better than a cowardly friend.
4. Adversity lessens the influx of friends.
5. A beetle in dung thinks himself a king.
6. A bald head is soon shaved.
7. A hedge between keeps the friendship green.
8. After death the doctor.
9. All are not saints that go to church.
10. All that glitters is not gold.
11. A little pot is soon hot.
12. An angry man opens his mouth and shuts his eyes.
13. A man without a purpose is a ship without a rudder.
14. As the twig is bent, so will it grow.
15. All the world is a stage.
16. A little with queit is the only diet.
17. All's well that ends well.
18. A great tree hath a great fall.
19. A merry heat goes on all the way; a sad heart tires in a mile.
20. A joke never gains an enemy but often losses a friend.
21. A penny saved is a penny gained.
22. A small spark makes a great fire.
23. An idle man's brain is the devil's workshop.
24. A pound of pluck is worth a ton of luck.
25. A good presence is a letter of recommendation.
26. An ounce of patience is worth a pound of brains.
27. A man surprised is half beaten.
28. A rolling stone gathers no moss.
29. A sleeping fox catches no poultry.
30. A stitch in time saves nine.
31. A wicked man is his own hell.
32. Between two stools we fall to the ground.
33. Beggars bleed and rich men feed.
34. Better an egg today than a hen tomorrow.
35. Better short of pence than short of sense.
36. Better die a beggar than live a beggar.
37. Birds of a feather flock together
38. Bitter pills may have sweet effects.
39. Brevity is the soul of wit.

40. By the street of By-and-by one arrives at the house of Never.
41. Coming events cast their shadows before.
42. Calamity is the touchstone of a brave mind.
43. Confine your expenses or they will confine you.
44. Catch time by the forelock,
45. Constant drifting wears away the stone.
46. Count not your chickens before they are hatched.
47. Desperate diseases required desperate remedies.
48. Diet cures more than doctor.
49. Diligence is the mother of good luck
50. Discretion is the better part of valour.
51. Eat to live, but live not to eat.
52. Every cloud has a silver lining.
53. Everyone is kin to a rich man.
54. Every cook praises his own broth.
55. Every man is the architect of his own fortune.
56. Errors like straw on the surface flow;
    Those who seek for pearls must dive below.
57. Eat at pleasure ; drink by measure.
58. Example is better than precept
59. Ease and honour are seldom bed fellows.
60. Fools make feasts and wise men eat them.
61. Fools rush in where angles fear to tread.
62. First deserve then desire.
63. Fortune knocks once at least at every man's gate.
64. Fortune favours the brave
65. Friends are plenty when the purse is full.
66. Fretting cares make grey hairs.
67. Generous instincts are real ornaments.
68. Give many thy ear, but few thy tongue.
69. God helps those who help themselves.
70. God tempers the wind to the shorn lamb.
71. Gratitude is the least of vertues; ingratitude the worst of vices.
72. Good ware makes quick market.
73. Good words quench more than a bucket of water.
74. Grasp all, lose all.
75. He jests at scars who never felt a wound.
76. He that sows thistles shall reap prickles.
77. He gives twice who gives in a trice.
78. He that hath love in his breast hath spurs at his heels.
79. He lacks most who longs most.

80. He that cannot pay in purse must pay in person.
81. He who sows brambles must not go bare-footed.
82. Haste makes waste; waste makes want.
83. He who goes-a-borrowing goes a-sorrowing.
84. He that hath no siver in his purse should have silver on his tongue.
85. He that praises publicly well slander privately.
86. Hope deferred maketh the heart sick.
87. If desires were horses, fools would ride them.
88. If the brain sow not corn, it plants thistles.
89. Ill news travels space.
90. It is never too late to mend.
91. It is too late to cast anchor when the 'ship's on the rock.
92. It is an ill wind that blows nobody good.
93. It is not the gay coat that makes the gentleman.
94. It takes two to make a quarrel.
95. Virture keeps court within; honour will attend without.
96. Jack of all trades, master of none.
97. Knowledge is power.
98. Knowledge makes one laugh, but wealth makes one dance.
99. Learn to obey it you wish to command.
100. Look rather on the good of evil men than on the evil of good men.
101. Let bygones be bygones.
102. Let not thy actions belie thy tongue.
103. Little strokes fell great oaks.
104. Live like a hermit and work like a horse.
105. Live with the wolves and you will learn to howl.
106. Lying rides on debt's backs.
107. Make hay while the sun shine.
108. Man proposes; God disposes.
109. Misfortunes never come single.
110. Misfortune comes on wings and departs on foot.
111. Many a little makes a mickle.
112. Many a slip 'twixt the cup and the lip.
113. Money makes the mare go.
114. Money is good servant but a bad master.
115. Misery is the touchstone of friendship.
116. Mischief comes by pounds and goes by ounces.
117. Men make houses; women make homes.
118. No rose without a thorn.

119. Necessity is the mother of invention.
120. Never put off till tomorrow what you can do today.
121. No gains without pains.
122. No eye is so good as one's own.
123. None are so blind as those who will not see.
124. Nothing venture, nothing have.
125. Need makes greed.
126. No bees, no honey ; no work, no money.
127. One drop of ink may make a million think.
128. Old birds are not to be caught with chaff.
129. Occupation is the best antidote to vice.
130. Only the wearer knows where the shoe pinches.
131. One man's breath is another man's death.
132. Opportunity once lost is the lost for ever.
133. Precepts may lead, but examples draw.
134. Patience is a plaster for all sores.
135. Plain living and high thinking.
136. Patience with poverty is all a poor man's remedy.
137. Poverty is next door to stupidity.
138. Pride goeth before a fall.
139. Put not thy trust in princes.
140. Pardon all men but not thyself.
141. Prosperity attracts friends ; adversity tries them.
142. Put not your trust in money; put your money in trust.
143. Procrastination is the thief of time.
144. Penny wise, pound foolish.
145. Practise thrift, or else you will drift.
146. Regal honours have regal cares.
147. Reckless youth makes a rueful age.
148. Rome was not built in a day.
149. Saying and doing are two things.
150. Scandal has wings.
151. Self-praise is not recommendation.
152. Sorrow is the canker of health.
153. Slow and steady wins the race.
154. Sleep without supper and wake without debt.
155. Spare the rod and spoil the child.
156. Stoop to rise, do not rise to fall.
157. Speech is silver ; silence is gold.
158. Strike while the iron is hot.
159. Still waters run deep.
160. Success sways with the dreath of heaven.
161. Superstition is the spleen of the soul.
162. Take care of the pence and the pounds will take

care of themselves.

163. They eye is the window that looks into the heart.
164. The valiant never taste of death but one.
165. The fewer one's years, the fewer one's tears.
166. Time and tide wait for none.
167. Time is a great healer of wounds.
168. The heart's letter is read in the eyes.
169. To err is human ; to forgive, divine.
170. They who live in glass houses should not throw stones.
171. Trust in God and to do the right.
172. Trust in God and keep your powder dry.
173. The greatest oaks had been little acorns.
174. Truth has a good face but bad clothes.
175. The folly of one man is the fortune of another.
176. The boughs that bear most hang lowest.
177. The proof of the pudding is in the eating thereof.
178. Too many cooks spoil the broth.
179. The soul is not where it lives, but where it loves.
180. The heart sees farther than the head.
181. Thistles and thorns prick sore, but evil tongues prick more.
182. The world is a ladder for some to go up and some, down.
183. They that do what they should not, should hear what they would not.
184. Uneasy lies the head that wears the crown.
185. Union is strength.
186. Virtue is its own reward.
187. Waste not, want not.
188. Where there is a will, there is a way.
189. Will buyeth and money payeth.
190. What cannot be cured must be endured.
191. What can't be done by might may be done by sleight.
192. What is allotted cannot be blotted.
193. Wrinkled purses make wrinkled faces.
194. When wine's in, wit's out.
195. Wine is a turncoat—first a friend then an enemy.
196. Wise distrust is the parent of security.
197. Where ignorance is bliss, it is folly to be wise.
198. Whom God teaches man cannot.
199. Whom gods love die young.
200. We are born crying, live complaining and die dsappointed.

201. Zeal without knowledge is fire without light.

SOME QUOTATIONS COMMONLY USED

1. Sweet are the uses of adversity. — *Shakespeare*
2. Uneasy lies the head that wears the crown ,,
3. Some rise by sin, and some by virtue fall ,,
4. Thrice is he armed that has quarrel just. ,,
5. The love of heaven makes one heavenly. ,,
6. Love will couquer at last ,,
7. Solitude sometimes is best society. —*Milton*
8. One impulse from vernal wood,
   Will teach you more of man,
   Of moral evil and of good
   Than all the sages can. —*Wordsworth*
9. Every flower enjoys the air it breathes.
10. Our birth is but a sleep and a forgetting.
11. Let nature be your teacher.
12. The old order changeth yielding place to new. —*Tennyson*
13. More things are wrought by prayer than this world dreams of ,,
14. Love is stronger than deatr.
15. Handsome is that handsome does. —*Goldsmith*
16. Such is the patriot's boast, where'er we roam,
    His first best country is ever at home ,,
17. Those that think must govern that toil ,,
18. He who much has suffered much will know —*Pope.*
19. Love the offender, yet detest the offence ,,
20. The proper study of mankind is man ,,
21. An honest man's the noblest work of God. ,,
22. Fools rush in where angles fear to tread. ,,
23. Our dreams repeat the wishes of the day. ,,
24. Authors, like coins, grow dear as they grow old ,,
25. The poetry of earth is never dead. —*Keats*
26. A thing of beauty is a joy for ever. ,,
27. Beauty is truth; truth, beauty. ,,
28. None but the brave deserve the fair. —*Dryden*
29. Virtue, though the rags, will keep me warm. ,,
30. Sweet is pleasure after pain. ,,
31. We learn in suffering what we teach in song. ,,
32. Nothing in this world is single. —*Shelly*
33. Pay every debt as if God wrote the bill. —*Emerson*
34. Men are what their mother made them. ,,
35. Courage conquers all things —*Ovide*

36. Friendship is one mind in two bodies. —*Aristotle*
37. 'Impossible' is a word only to be found in the dictionary of fools. —*Napoleon*
38. Where ignorance is bliss, 'tis folly to be wise —*Glory*
39. A good heart is better than all the heads in the world. —*Lytton*
40. To leave in hearts we leave behind. Is not to die. —*Campbell*
41. He lives who dies to win a lasting name—*Drummond*
42. Some of our sweetest songs are those that tell of saddest things. —*Shelly*
43. In character, in manners, in style, in all things, the supreme excellence is simplicity. —*Long fellow*
44. Change lays not her hand upon truth. —*Swinburne*
45. The world is a comedy to those who think, a tragedy to these who feel. —*Horace Walpole*
46. Time at last sets all things even. —*Byron*
47. Silence is more eloquent than words. —*Carlyle*
48. A picture is a peom without words.—*Horace Walpole*
49. Laws grind the poor, and rich men rule them. —*Goldsmith*
50. One crowded hour of glorious life is worth an age without a name. —*Scott*
51. Ambition has no end. —*Lytton*
52. A mother is a mother still. The holiest thing alive. —*Coleridge*
53. That government of the people, by the people, for the people, shall not perish from the earth. —*Lincoln*
54. The beautiful attracts the beautiful. —*Leigh Hunt*
55. He who begs timidly courts a refusal. —*Seneca*
56. The good are better made by ill, As odours crushed are sweeter still. —*Rogers*

Figures of Speech

When we use words or phrases in an unusual sence, we have a *figures of speech.*

Ths most important figures of speech are—(1) *Simile*, (2) *Metaphor*, (3) *Metonymy*, (4) *Synecdoche*, (5) *Personification* and (6) *Irony*.

(1) A *simile* is used to compare two things of different types which have a particular point in common; e. g.,

His voice was *like thunder*.

He stood *as firm as a pillar*.

N. B.—The point of resemblance is expressed by such words as, *like as-as ; as* : etc.

(2) Where the comparison is not explicit and it has to be inferred, we have a *metaphor*; e. g., Khan Abdul Ghaffar Khan is the *Gandhi* of the Frontier Province; The camel is *the ship* of the desert.

N. B.—The sense of comparison is conveyed without using the words—like, as,/as as. To explain a metaphor the idea must be expanded at length.

(3) A *metonymy* is used as follows :—

(a) to use the *cause* for the *effect*; e.g., He has mastered *Tulsidas* (=his works).

(b) to use the *effect* for the *cause* ; e. g., Please have some regard for white hair (=old age).

(c) to use the *container* for the *contained* ; e. g., The entire country (=the people) cannot be befooled.

(d) to use the *sign* for the *idea suggested*; e. g., Gautam Buddha exchanged his *sceptre* for the *begging bowl*. ['Sceptre' and 'begging bowl' are signs of 'royalty' and 'mendicancy' respectively.]

(4) In a *synechdoche* a *part* may be mentioned for the *whole* ; as, The office still requires three hands (=clerks); or the *whole* may be mentioned for the *part* : as. They buried Sir John Moore (=his body only) quietly. Similarly the *genius* may be used for the *species*; as, The shepherd's animals (=sheep) are grazing in the meadow; or the *species* may be used for the *genus* ; as He has to toil for bread (=food).

Also the *definite* may be used for the *indefinite* ; as, he has a thousand (=very many) virtues; or the *adstract* may be used for the *concrete* ; as, I appeal to mercy (=merciful men) ; or the *concrete* may be put in for the *abstract* ; as, The tiger (=fierceness) is in him ; or the *material* may be used for *finished products* ; as, He deals in silk (silken cloth) ; or the *individual* may be substituted for the *class* ; as. The reindeer (=the class of reindeer) supplies the Eskimo with food, clothes and building material.

(5) *Personification* is used to attribute the qualities of human beings to animals or lifeless objects ; as, 'Grapes are sour' said *the fox* ; *The daisy* smiled at the morning sun.

(6) *Irony* is the device by which we say one thing and mean the opposite idea ; as, The mice said to the old cat, "Ah ! You are such *a holy saint*, Sire." ['a holy saint' here *means* 'a wicked hypocrite.']

EXERCISE

Point out the figures of speech in the following. Also give reasons why each comes under the figure of speech you mention.—

(1) If hopes were dupes, fears may be liars. (2) With a heart for any fate. (3) As dark as pitch. (4) Lajpat Rai was the Lion of the Punjab. (5) "Dust thou are, to dust returnest" was not spoken of the soul. (6) I heard a thousand blended notes. (7) And morning mercies from above gently distil like early dew. (8) The child is father of the man. (9) Sceptre and crown must tumble down. (10) The goat said to the tiger, "O King of the Forest, Great Saviour of the weak, I bow to thee." (11) The cow is worshipped by the Hindus. (12) Poverty, thy touch is cruel! (13) Literary men often compare Kalidas to Shakespeare. (14) My only son is the anchor of my old age. (15) The dacoits shot down the youth of the village like rats. (16) Gray hair must be respected. (17) India refuses to take part in wars. (18) My tongue is sharper than my pen. (19) Necessity is the mother of invention. (20) Nothing but his blood will satisfy the enemy.

Prosody

Prosody deals with the rules of versification.

Poetry may be written in (a) *Rhyme* or (b) *Blank Verse*.

We have *Rhyme* when the last syllables of the verses are similar in sound.

On the contrary, in *Blank Verse* the last syllables do not agree in sound.

Rhyme

Suns that set and moons that *wane*
Rise and are restored *again* ;

Blank Verse

Of man's first disobedience, and the *fruit*
Of that forbidden tree, whose mortal *taste*
Brought death into the world, and all our *woe*,

....

Verse : A verse is a single line of poetry.

Foot : A foot consists of two or three accented snd unaccented syllables.

Metre : A metre means the number of feet in a verse.

Kinds of feet: (a) *Iambus* (b) *Trochee* (c) *Anapaest* and (d) *Dactyle*.

Iambus : Two syllables of which the first is unaccented and the second is accented e. g., for-got'; per form.'

Trochee: The first syllable is accented and the second one is unaccented; e. g., monst'-er ; cul'-ture.

Anapaest: Of there syllables, only the last one is accented; e g., in cul-cate.'

Dactyl: Of three syllables, only the first one is accented e. g., so'-cial-ism,

Stanza: A stanza is a number of versus put together. It is generally of four or six lines.

Verses are divided according to the nature of feet of which they consist *mainly*. They are known as lambic. Trochaic, Anapaestic and Dactylic.

If a verse has three feet in it, the form of verse is known as ***Trimeter***. The forms of verses with four, five and six feet are known as ***Tetrameter***, ***Pentameter*** and ***Hexameter*** respectively.

EXERCISE

1. Mark off the feet in the following and name each :—

(a) They grew in beauty, side by side,
They filled one home with glee :—

(b) Let not ambition mock their useful toil,
Their homely joys and destiny obscure;

2. Determine the nature of each verse (Iambic, Trochaic, Anapaestic or Dactylic):—

(a) One by one the sands are flowing,
One by one the moments fall;

(b) Spring returns, but not our bloom;
Still' tis winter in the tomb.

(c) Not enjoyment, and not sorrow,
Is our destined end or way;

3. What is the metre of each verse :—

(a) Thy choisest gifts in store,
One him be pleased to pour,
Long may he reign,
God save the King.

(b) Say not the struggle naught availeth,
The labour and the wounds are vain.

(c) Every one that flatters thee,
Is no friend in misery :

(d) In arguing. too the person owned his skill,
For even though vanquished, he could argue still;

BOOK II

CHAPTER I

Hints on 'How to Translate'

(Points to be be remembered)

1. There is a confusion in the mind of some students as to whether the translation should be *literal, idiomatic* or *free.* In fact these terms are either not understood at all, or understood in a wrong way, The best course, therefore is to discard these terms altogether. The best translation is that which is *faithful.* By 'faithful' is meant the following :—

(*a*) The English rendering should not add or subtract anything from what you find in the given passage.

Ex. (*i*) 'Usne chore ko pakra' should be translated as 'He caught the thief, and not as 'He arrested the chief,' In the latter rendering 'arrested' means 'catching with legal authority.' Therefore, you add the idea—'with legal authority' from your side. This should not be done.

Ex. (*ii*) ' Who phal nigal gaya' should not be translated as 'He ate the fruit,' because thereby you subtract something from the idea—'nigal gaya.' The correct rendering is—'He swallowed the fruit,'

(*b*) The English rendering should not alter the idea contained in the given passage The alteration may improve the rendering from the literary point of view, but this liberty cannot be taken in translation.

Ex. 'Bechare Punjabi kisan ke pas kharch ke liye ek pie bhi na thi' should not be translated as 'The poor Punjabi peasant had not even a farthing to spend,' for the obvious reason that farthings are not Indian coins.

(*c*) The construction of sentences should not differ from the Hindustani version as far as possible Simple sentences may not be combined into complex or compound sentences if they can be kept separate. Likewise, complex or componnd sentences should not *unnecessarily* be broken up into simply sentences.

(*d*) The exact idea may be vaguely expressed in Hindustani, but it may be quite clear from the context. In such a case the English equivalent that covers the exact idea should be chosen.

Ex. 'Taswir' may be a picture, a portrait or photograph, but if the context shows that a photograph is meant, the word 'photograph' is the only right word and it should be selected.

(*e*) Idiomatic pharases and expressions can rarely be translated word for word. This is not possible because idiomatic usage differs with different languages. In such cases the parallel idiomatic phrase or expression should be selected. The translation of proverbs also comes within this rule.

Ex. (*i*) 'Woh haize *se* mara' = He died *of* cholera.

(*ii*) 'Woh pahar *par* rahta hai'
= He lives *in the* hills.

(*iii*) 'Woh *phoot phoot* kar roya' = He wept *bitterly*.

(*vi*) 'Woh school *paidal* gaya'
= He went to school *on foot*.

(*v*) 'Mohan *bukhar men para hai*'
= Mohan is *laid up with fever*.

(*vi*) 'Usne *bāt ka batangar bana diya*'
= He *made a mountain of a molehill*.

(*vii*) '*Nach na awey angan terha*'
= *A bad workman quarrels with his tools*.

2. The Hindustani passage is very often one long passage and it is very badly puuctuated. But these defects in the passage are no excuse for the same defects in the English rendering. The passage should, therefore, be divided into suitable paragraphs and should be properly punctuated regardless of what punctuation marks are used in the Hindustani passage. It so often happens that commas (in Hindi) and short dashes (in Urdu) are used indiscriminately instead of full stops or semicolons.

3. It should be remembered that if a dialogue intervenes in the course of a continuous Hindustani passage, it is always preferable to assign one paragraph to each party (person) taking part in the dialogue. The length of paragrphs in a dialogue is immaterial.

4. The direct and indirect forms of narration are great stumbling blocks in translation. The reason is that in the English language the two forms are based on widely differing rules of grammar and punctution, while in the Indian languages there is no hard and fast line of distinction between the

two forms, and their grammatical rules also are not different. Changes in tense, person punctuation marks and other details are rigidly followed in English, and so in the English rendering also these rules must not be violated. The choice of the direct or the indirect form of narration rests on the ability of the translator as well as on the suitability of its use in the general setting of the passage as a whole. For example, if there is a dialogue, the direct form of narration is more appropriate irrespective of the form used in the given passage. On the other hand, if a solitary (and brief) speech is quoted in the course of a descriptive passage the speech had better be put in the indirect form of narration.

5. A sprinkling of Hindustani terms in the English rendering is most objectionable. In most cases the appropriate English word maybe used, or the nearest English equivalent phrase (if a word cannot be found) may be substituted if it is not awkward. If, however, a word is incapable of being translated into English the Hindustani word should be written in Roman script and enclosed within single inverted commas. as—The '*neem*.'

6. Sometimes 'he' is used for animals specially in fables. 'It' is also used for animals. But in the same passage the use of 'he' or 'it' should be uniform throughout. Similarly in a narrative or description the tense of the finite verbs in different sentences as well as in different paragraphs must be consistent. There should not be any arbitrary jump from the present to the past tense or vice versa at different stages of the passage.

7. On the whole the English rendering should be, readable and devoid of any of the characteristics of the language from which the translation is made. In other words if the English piece is read through by another person, he should not be able to tell that it is a piece of translation and not a piece of original composition. The English should be ***chaste*** and ***idiomatic***. The ears should be sufficiently well-trained by wide reading to appreciate atonce the merits of the translated piece as well as its defects.

———

HOW TO STUDY CHAPTER II

Chapter II is of vital importance.

In Part A Grammatical Peculiarities have been discussed and illustrated by separate sentences that are not all stray. They have their proper context in the corresponding Hindustani exercises in Part B, viz., Exx. 1—31. Therefore, it is advisable to go through them before their expositions in Part A are dealt with one by one.

Stray English sentences for translation into Hindustani in Part A must be attempted, for they too have their setting in most cases in the Translation exercises (Exx. 1—31) in Part B. Moreover, they afford valuable practice in retranslating work.

On this very principle full English rendering of 18 complete Hindustani narratives is also included in Chapter X.

It must be remembered that the compositional aspect is essential in Translation as well as in any other branch of English.

CHAPTER II

(Part A)

GRAMMITICAL PECULIARITIES DISCUSSED

(With allied English sentences for translation into Hindustani)

EXPOSITION OF EXERCISE I ahead

The Present Indefinite

Model sentences :—

वह गृहस्थी का सब काम खु़द करती है। She *does* all work herself. (The Present Indefinite Tense expresses a *Present action*) ईश्वर साधुओं को दुष्टों के चंगुल से बचाता है। God *protects* the pious from the clutches of the wicked. (It expresses a *general truth*) यह बड़े-बूढ़ों की इज्ज़त किया करता है। He *respects* the elderly people. (It denotes a *habit.*) कल हम दिल्ली जावगे। We *leave* for Delhi tomorrow. (It is as a substitute for the Future Tense.) राम ने लंका पर चढ़ाई करके रावण को मार डाला। Rama *invades* Ceylon and *kill* Ravana. (It denotes a past event. In such cases it is called the *Historic Present.*)

उसे बुरे लड़कों की संगति पसंद नहीं है। He does *not* like the company of bad boys. (In a negative sentence the word 'not' is placed between the Auxiliary and the Principal Verb.) बाज़ार से कुछ मगाना है ? Do *you* want to get something from the bazar? (In an interrogative sentence the subject is put between the Auxiliary and the Principal Verb. मेवा लाल कैसा लड़का है ! What a good boy Meva Lal *is* ! (In an exclamatory sentence the verb is put at the end.)

Translate into Hindi :—

✓ When **does** the next train **start**? He does not waste his time. Mohan is honest and obedient. Your

son is industrious and regular. Govind does not deceive anybody. Is he quick? Early to bed and early to rise **makes** a man healthy, wealthy and wise. Why do you not try to **remove illiteracy** from your village? We do not **shirk our duty**. He does not quarrel with his friends. We do not **molest the poor**. Why are you not devoted to your parents? How pretty the bird is! His mother is an **ideal lady**. He is a good sportsman, wrester and swimmer. He never **tells a lie**. They are very peaceful. He has a love for learning.

EXPOSITION OF EXERCISE 2 head

The Past Idenfinite

Model sentences :—

रात को कोई हाते में घुस आया। Somebody *entered* the compound at night. (The Past Indefinite Tense is used to express a *past action*.) मैं रात को दस बजे सो जाया करता था। I *went* to bed at ten in the night. (It denotes a *habit*. Went to bed=used to go to bed.) इत्तिफ़ाक़ से चलते-चलते फ़र्श पर थूक दिया। By chance he *spat* on the floor *as* he walked. (It denotes an *action going on the past*. Spat=was spiting; walked=was walking.)

मने क़ालीन बिछाकर उन्हें बैंठाया। I *spread* the carpet and *seated* them. (Unlike Hindustani the 'Conjuctive' Participate, *i.e.*, पूर्वकालिक क्रिया is not so much used in English. It is not good English to write—*Having spread the carpet, I seated them.* It is better to use a Finite Verb in place of the Participle) कैसे वह चुपके से कमरे में घुस आया? How *did* he *creep* into the room? (In interrogative sentences the auxiliaries, 'did', 'was' and 'were' are used. The position of the subject is

between the Auxiliary and the Principal Verb). उसने तुम्हें सचेत नहीं किया। He *did* not *warn* you. (In a negative sentence the word 'not' is used between the Auxiliary and the Principal Verb.) वे कितने अच्छे थे। How good they were! (In an exclamatory sentence the Verb is the placed last.)

Translate into Hindi :—

✓ A thief entered the compound **in the still of the night.** My deaf mother did not hear any sound. I **got up** (used to get up) at six in the morning. He awakened the watchman. They asked me **to be on my guard**. They wore (used to wear) rubber shoes. Did you notice the **foot-prints ?** They talked **as** they walked. I swept the floor. How wicked he was! They tried to efface the **spittle.** Who **broke open** the ironsafe ? Thieves **ran away with** the jewellery box. Why did you beat him cruelly ? Did you hear the dog **bark ?** The child clung to my legs. **I handed him over to** the police. He **turned a deaf ear** to my statement. Were you asleep ? We dismissed them at once. Water froze **because of** extreme cold.

EXPOSITION OF EXERCISE 3 ahead

The Future Indefinite

(Uses of *Shall* and *Will*)

I *Will*.

1. *Will* is used with the first person to denote :—

(*a*) Willingness; as मैं आपको अपने स्कूल में रक्खूँगा। I *will have* you in my school.

(*b*) Promise; as, मैं क़ायदे क़ानून के अनुसार चलूँगा। I *will follow* the rules and regulations.

(c) Threat; as, मैं ज़रा से शक़ पर तुम्हें निकाल दूँगा। I *will dismiss* you on the least suspicion.

(*d*) Resolution ; as, मैं मर भले हो जाऊँ। पर फर्ज जरूर अदा करूंगा। I *will do* my duty even though I die.

2. '*Will*' witht he second and third persons expresses simple futurity ; as,

(*a*) बड़े बाबू कल ड्यूटी पर वापस आयेंगे । The Headclerk *will resume* his duty tomorrow.

(*b*) तुम यह काम न करोगे। You *will* not *do this* work.

II. *Shall.*

Shall is used with the first person to denote simple futurity ; as.

कल मुझे बहुत काम है (होगा) । I *shall be* busy tomorrow.

Shall is used with the second and third persons to denote :—

Command ; as, तू हिंसा मत कर। Thou *shalt not kill.*

Promise ; as, उसके रिटायर होने पर आपको उसकी जगह मिलेगी। You *shall get* his post on his retirment. लड़के को खिलौना मिलेगा । The child *shall get* a toy.

Threat ; as, अगर आप ईमानदारी से काम न करेंगे तो आपको जेल जाना पड़ेगा। If you do not work honestly, you *shall go* to jail.

Resolution ; as, तुम्हें इस्तीफा देना होगा। You *shall* (have to) resign.

Sometimes the Present Indefinite is used of *shall* and *will* ; as,

ईश्वर की जो इच्छा है वह अवश्य होगी। Whatever God wills *is* sure *to happen* (*will* surely happen).

अगर आप ठीक तरह से काम करेंगे तो आपकी तरक्की होगी। If you *work* (*will* work) properly, you shall get a lift.

कल हम दिल्ली जायेंगे। We *leave* (*shall* leave) for Delhi tomorrow.

Translate into Hindi :—

✓ The train **starts** (*will* start) at ten. If you **do** not **obey** your officer, you **shall be turned out**.—(threat). What salary **will** you **accept** ? (simple futurity). I will come in time —(promise). Will you come back?—(not *shall*). Thou **shalt** not **steal**. (command). **I shall be indebted** to you.—(simple futurity.) You **shall get** some money.—(promise). He **shall be fined.**—(threat.) **I will do** it or die.—(resolution). On what topic **will** the pastor **sermonize** ?—(simple futurity). **I shall be** late.—(simple futurity). **I will** not **leave** the station without information.—(promise). **I shall pace** with you.—(simple futurity).

EXPOSITION OF EXERCISE 4 ahead

The Present Perfect

Model sentences :—

मैं यहाँ पाँच साल से रह रहा हूँ। I *have lived* here for five years. (It means—I *am still living* here. *For* denotes *a period of time.*) मैंने कल से खाना नहीं खाया है। I *have eaten* nothing *since* yesterday. (*Since* denotes *a point of time*.)

आज उसने मेरे कुत्ते को मार कर उसकी लोथ छिपादी है। Today he has killed my dog and hidden its carcass. (In English the *Auxiliary* is not repeated before the second *Finite Verb*. It is not right to say *has hidden*. It is not idiomatic to write—'He, having killed my dog, has bidden its carcass.' Instead of *having killed* write *has killed*. Now the sentence runs—He has killed my dog and hidden its carcass.

Translate into Hindi :—

✓ He **has slipped away** from the house. You **have taken a false oath** that you have not done so.

They **have trampled upon** all modesty and decency. The Police Superintendent **has investigated** the case covertly. The fact has verified your statement. He cannot bear their villainy. He has thrown the cat into the well. We have taken no action against him. Have you smelt the well-water? Have you ever floated paperboats. We have never come across such a villain? You have saved me from futher troubles. Why is he so worried?

The Past Perfect & The Sequence of Tenses

Model sentences :—

मैं सोया ही था कि किसी ने दरवाज़ा खटखटाया। I *had* hardly *slept* when somebody *knocked* at the door. (The Past Perfect is generally used when two actions take place in the past, one of which is finished before the other. One is expressed in the Past Perfect form and the other in the Past Indefinite) पूछने पर मालूम हुआ कि उसके बेटे को बिच्छू ने डंक मार दिया है। On enquiry I *came* to know that a scorpion *had stung* his son. (If there is a past tense in the Principal Clause, it must be followed by a verb in a suitable form of the past tense in the dependent Noun Clause.)

हम लोगों को मोहन के घर पहुँचने से पहले उसको चंगा कर दिया गया था। Mohan's son *had been cured* before we *reached* his house (In the Active Voice the Past Perfect is formed by using the Auxiliary 'had' only before the Past Participle of the Principal Verb, but in the Passive Voice *had been* is placed before the Past Participle of the Principal Verb.)

Translate into Hindi :—

Excessive rains **had flooded** the river. Walking in the mire **had spoilt** their clothes. He took off his shoes and carried them. He was drenched to the

skin. Govind **had set off** in search of his son. We **had crossed** the river before he **drew near** us. Grass **had grown** in the garden. He **had killed** the snake before it **crept** in to the room. We found that many sorcerers **had gathered** there. He **had been cured** by incantations.

EXPOSITION OF EXERCISE 6 ahead

The Future Perfect

***Model sentences* :—**

गाड़ी छूट चुकेगी जब हम स्टेशन पहुँचेंगे। The train *will have started* when we *reach* the station. (The Future Perfect is used before another future action is completed. The Principal Clause contains the Future Perfect Tense while the Adverbial Clause contains the Present Indefinite. This tense is formed by adding 'will have' or 'shall have' before the Past Participle of the Verb.)

गाड़ी आने के पहले घंटी बज चुकेगी। The bell *shall have been rung* before the train *steams* in. (The Passive Voice is formed by adding 'will have been' or 'shall have been' before the Past Participle.)

***Translate into Hindi* :—**

The moon **will have risen** before the sun sets. **I shall have done** the work before you see me. The roll **will have been called** before you enter the class. The bell **will have been rung** when the train steams in. You **will have spoilt** your health before you settle in life.

EXPOSITION OF EXERCISE 7 head

The Present Imperfect

***Model sentences* :—**

लोग बड़ी चाह से मेले की तैयारियाँ कर रहे हैं। People *are* eagerly *getting* ready for the fair. [The Present

Imperfect (or Continuous) Tense expresses an action going on at present. The Adverb is placed the Auxiliary and the Main Verb]

कल मेला होने वाला है । The fair *is going* to be held tomorrow. (It also expresses the futurity of an action.) दूकानें सजाई जा रही हैं। Shops *are being decorated*. (Its Passive Voice is formed by putting 'being' between the Auxiliary 'is' or 'are' and the Perfect Participle of the Main Verb.)

Translate into Hindi :—

I **am reaching** Cawnpore on the eve of the Ganges fair. The river **is placidly flowing** to the east. All objects are distinctly visible in the clear moonlight. Merchants **are forecasting** the sale. Mendicants **are squatting** in a line. Pilgrims are rushing to the fair **by rail, motor and bullockcart. Bevies** of ladies, singing melodious songs, are passing along the streets. Sanitary inspectors **are discharging** their duties. **Trenches are** being dug for rubbish. Rest-houses are being cleaned and white washed. Swimmers **are breasting up** the stream. You **are practising** for the next day's competition. Pickpockets and loafers **are on the look-out**. Motor buses **packed** with pilgrims are running here and there A **flotilla** of boats is resting on the surface of the river.

EXPOSITION OF EXERCISE 8 a head

The Present Imperfect past

Model sentences :—

सब मशहूर आदमी गाड़ी का इन्तिज़ार कर रहे थे। All the great persons *were waiting* for the train. [The Past Imperfect (or Continuous) Tense expresses an action going on in the past.] फूल और गजरे खूब बेचे जा रहे थे। Flowers and garlands *were being sold fast*. (Its

Passive Voice is formed by placing 'being' between the Auxiliary 'was' or 'were' and the Past Participle of the Main Verb. But this form should be avoided as far as possible. It is better to write, 'Flowers and gardlands *were sold fast*.') वे एक-एक करके उनके गजरे डाल रहे थे और उन्हें छाती से लगा रहे थे। One by one they *garlanded and embraced* him. (Sometimes the Past Imperfect of Hindustani is rendered into the Indefinite Past in English.)

Translate into Hindi :

The fame of your patriotism is spreading. What great persons were waiting for you? People **were relishing** his speech. Perfect silence was reigning. The meeting place was **packed to its fullest capacity**. Flowers **were showered in profusion.** The hall **was resounding with loud acclamations** The audience was **spellbound** on hearing the speech. As soon as the train steamed in, people **leapt with joy**. Spectators were standing on **either side** of the road. Scouts **were discharging** their duties very promptly. Ladies **watched** the procession from their balconies. Great rejoicings **were** (being) **made.** A band of musicians **was singing thrilling patriotic songs**.

EXPOSITION OF EXERCISE 9 ahead

The Future Imperfect

Model sentences :

मैं आपकी सेवा कब तक करता रहूँगा? How long *shall* I *be serving* you? [The Future Imperfect (or Continuous) Tense represents an action going on at some time in the future.]

तुम्हारे परिवार का कौन पालन-पोषण करता रहेगा? Who *will be supporting* your family? (For the uses of 'shall' and 'will' vide the 'Future Indefinite' in this chapter.)

मुझे विश्वास है वह अपने वचन का पालन करता रहेगा। I am sure he *will abide* by his promise. (Note the idiomatic use of the Future Indefinite in place of the Future Imperfect in Hindustani.)

Translate into Hindi :—

You **shall** be prospering. He **will be looking after** his brothers. You **will be exhausting** your energies. **I shall be pensioning you off** before long. **I shall be retiring** this year. His eldest son has **attained majority**. He **shall be getting lifts**. He is very fortunate to have **such a jewel of a daughter.** I shall be spending the rest of my life **in devotion to God.** I shall be **leading a carefree life.** He is **well-meaning.**

EXPOSITION OF EXERCISE 10 ahead

The Present Perfect Continuous

Model Sentences :—

वह मेरे यहां तीन साल से काम करता है। He *has been working at mine for* three years. (The Present Perfect Continuous Tense represents an action as having begun in the past and still continuing. This tense is formed by putting 'has been' or 'have been' before the Present Participle of the Principal Verb.) मेरे मातहत भी उसके साथ अच्छा बर्ताव करते रहे हैं। My subordinates *have also been treating* him kindly. [Note the use of the adverb 'also'. It is placed between the Auxiliary 'have' and the Perfect Participle 'been'.]

Translate into Hindi :—

The **have been assuming new roles.** He has been helping me **heart and soul.** People **have been complaining against** him. I have been acting **tactfully.** He has been **served with a notice.** Every now and then they have been taking leave on **some pretext or another.** He cannot tolerate this in his **official capacity.**

EXPOSITION OF EXERCISE 11 ahead
The Past Perfect Continuous

Model sentences :—

लोग पंडाल में रोक जाने के पहले घुसते रहे। People *had been rushing* into the *pandal* till they were stopped. [The Past Perfect Continuous represents an action which began in the past and was still continuing at some point in the past.]

सभा होने के पूर्व नेता भाषण तैयार करते रहे। The leaders *had been preparing* speeches before the meeting commenced. [Note the construction contrary to Hindustani. The clause containing this tense generally *precedes* the Principal Clause.]

स्वयं-सेवकों के आने तक पुलिस शान्ति स्थापित और भीड़ को वश में करती रही। The police *had been restoring* order and *controlling* the mob before the volunteers came up. (Avoid the repetition of 'had been' controlling'.)

Translate into Hindi :—

People **had been trying** to occupy the front seats *until* they were checked. The volunteers had been seating the visitors *when* they were suddenly ordered to fall in Speakers **had been speaking by turns** *before* the President spoke. × The audiendce **had been spellbound** *until* there was a loud cheering. Hawkers **had been selling their stuff** undisturbed *until* the police intervened Silence was sometimes *broken* by clapping and cheering. Cars **had been parking** outside the *pandal* *until* the passage was cleared.

EXPOSITION OF EXERCISE 12 ahead
The Passive Voice
(Present Tense)

Model sentences :—

इसका संबंध बोर्ड ऑफ हाई स्कूल और इंटरमीडियेट एडूकेशन, यू० पी० से है। It *is affiliated* to the Board of

High School and Intermediate Education, U P. (The Passive Voice of the Present Indefinite Tense is formed by putting 'am', 'is' or 'are' before the Past Participle of the verb,) यह एक साधारण हाई स्कूल से प्रथम श्रेणी का इंटरमीडियेट कालेज बनाया गया है। It *has been raised* from an ordinary High School to a first-rate Intermediate College (The Passive Voice of the Present Perfect Tense is formed by putting 'been' between 'has' or 'have' and the past Participle of the verb.) इसे आदर्श संस्था बनाने का प्रयत्न किया जा रहा है। Efforts *are being made* to make it a *model institution*. (The Passive Voice of the Present Imperfect Tense is formed by putting 'am', 'is' or 'are' before being' and adding the Past Participle of the verb.)

Translate into Hindi :—

Free studentship (not *freeship*) **is granted** to poor and deserving students. Many new students **are being admitted**. A new section **is opened** every year They **are provided with** free lodging. Due attention **is paid** to optional as well as compulsory subjects Much interest **is being taken** in sports and physical training. Successful candidates **have been appointed** to responsible posts. Govind **is progressing by leaps and bounds.**

———

EXPOSITION OF EXERCISE 13 ahead

The Passive Voice

(Past Tense)

Model sentences :—

देश छोटी-छोटी रियासतों में विभक्त हो गया था। The country *was divided* in to small states. (The Passive Voice of the Past Indefinite Tense is formed by adding 'was' or 'were' before the Past Participle of the principal Verb.) दिन दहाड़े डकैतियाँ की जा रही थीं। Robberies *were being committed* in *broad daylight.*

[The Passive Voice of the Past Imperfect Tense is formed by putting 'was being' or 'were being' before the Present Participle of the Principal Verb. The Past Indefinite Tense can be used in place of the Past Imperfect. It is quite idiomatic to write 'Robberies *were committed* in broad daylight.]

आरंगज़ेब के समय में गोलकुंडा और बीजापुर की शिया रियासतों का विनाश किया जा चुका था। The Shia States of Golkunda and Bijapur **had been destroyed** in the time of Aurangzeb. (The Passive Voice of the Past Perfect Tense is formed by adding 'had been' before the Past Participle of the Principal Verb.)

ऐसा दिखाई देता था कि हिन्दू साम्राज्य फिर से स्थापित किया जावगा। It seemed that the Hindu Empire **would be re-established.** [If there is a Past Tense in the Principal Clause, it must be followed as a rule by a suitable form of the Past Tense in the Dependent Clause.]

NOTE:—*The student should be very careful in using the Past Indefinite Tense and the Past Perfect Tense of the Passive Voice. No hard and fast rule can be laid down for the use of these tenses. The following examples illustrate their uses. Translate into Hindi:—*

European adventurers like Clive and Dupleix **availed themselves of this opportunity.** The inland trade **had been stopped.** This **led to** the foundation of the British Empire in India. The Moghal Empire **dwindled into** a petty state. Indian industries were destroyed. Huge factories **were started** in Manchester and Lancashire. Poor farmers **were driven like** cattle. Roads **were infested with** thieves and robbers. Caravans of pilgrims and merchants **were** [being] **looted.** Standing crops **were** [being] **burnt** and villages **were** [being] **ruined** Life and property **was** in danger. [Note the use of the singular verb.] The Emperor **was a tool in the**

hands of ambitious nobles. The provincial Governors had become independent **to all intents and purposes.** They were subject to Mahratta pillage. The whole country from the Cauvery to the Jamuna **was under their sway.** Their diplomacy was successful.

EXPOSITION OF EXERCISE 14 ahead

The Passive Voice

[Future Tense]

Model Sentences:—

रात का शिक्षाप्रद ड्रामा खेला जायगा। An instructive drama *will be staged* at night. [The Passive Voice of the Fu ure Indefinite Tense is formed by putting 'will be' or 'shall be' before the Past Participle of the Principal Verb.]

जुबली होने के पूर्व बहुत कुछ किया जा चुकेगा। Much will have been done before the Jubilee celebrations. [The Passive Voice of the Future Perfect Tense is formed by adding, 'will have been' or 'shall have been' before the Past Participle of the Verb.]

NOTE :—*The future Perfect Tense has no Passive Voice.*

May our wish **be granted. May** the Jubilee be a success. Grand preparations are being made. Subscriptions **are being raised**. Visitors **will be ushered in** by one door and **shown out** by another. Famous scholars and leaders *are being invited.* Volunteers **will be posted** in each department for the exhibition. A Poets' Conference **is being arranged.** There will be a separate department for each subject. Science and handicraft departments will be *worth visiting.* The College hall will be decorated with mottoes. Sports *will be held.* The room will be placed **in charge of** the head of the department. His colleagues will be asked **to abide by his directions.**

EXPOSITION OF EXERCISE 15 ahead

Use of May, Can, Must, Ought, Should, etc.

[*N. B.*—Read Sections 89 to 94 of Grammar Section, *i. e.*, Section. I.

(*a*) **May** is used to imply—

(*i*) *Possibility*; *as*,

संभव है कि वे कुछ काल तक सफलीभूत हों, पर अन्त में उन्हें मुँह की खानी पड़ेगी। They *may* be successful for the time being, but finally they shall suffer shameful defeat.

(*ii*) *Permission*; *as*,

क्या हम इस समय आपकी सहायता करें? *May* we help you this time? आप यहाँ ठहर सकते हैं। You *may* stay here.

(*iii*) A *wish or blessing*; as,

ईश्वर करे इस संसार-व्यापी युद्ध में हमारी सरकार विजयी हो! *May* our government be victorious in this World War!

(*iv*) *Purpose*; as,

गुंडे राजनीतिक अशान्ति की इस लिये प्रतीक्षा कर रहे हैं कि वे धनिकों को लूटें। The bad characters are waiting for political unrest so that they *may* rob the rich.

(*b*) **Can** is used to express :—

(*i*) *Power or ability*; as,

हमें विश्वास है कि आप हमें क्षमा कर सुबुद्धि प्रदान कर सकती हैं। We believe you *can* forgive us and grant us good sense.

(*ii*) *Permission*; as,

अब आप जा सकते हैं। You *can* go now.

(*c*) **Should** is used—

(*i*) *To denote duty*: as,

हमें सरकार की आज्ञा का पालन करना चाहिये। We *should* obey the government.

(*ii*) As an auxiliary verb in the subjunctive mood to express *a supposition that may or may not be true*; as,

यदि बमवर्षा हुई तो हम तो कहीं भागेंगे नहीं, वरन् पीड़ितों की सहायता करेंगे। If it *should* rain bombs, we will not flee, but help the sufferer.

(*iii*) *Purpose*, (In this sense it is used only when the Adverbial Clause is introduced by *lest*.)

ऐसा न हो कि हम उसके शिकार बन जायँ। Lest we *should* fall victim to it... ...

(*d*) **Would** is used:—

(*i*) To express *determination*; as,

हम अपना जान व माल बचाने कीभरसक कोशिश करेंगे। We *would* try our level best to defend our life and property.

(*ii*) To express *habitual action*; as,

कुछ लोग घरबार छोड़कर जंगल मारे-मारे फिरा किये। Some people *would* leave their homesteads and wander about from jungle to jungle.

(*iii*) To *express willingness*; as,

हम भारी से भारी हानि भले ही सह लें, पर सरकार को नहीं त्यागें गे। We *would* rather suffer the heaviest loss than desert the government

(*e*) **Must** is used—

(*i*) To express *compulsion* or *obligation*; as,

हमें हवाई हमलों से रक्षा करने के लिये पहिले से सावधान होना चाहिये। We *must* take necessary precautions to defend our-selves from air raids. आगामी युद्ध के लिये हमें कटिबद्ध हो जाना चाहिये। We *must* gird up our loins for the coming fight.

(*ii*) To express *determination*; as,

हम अपने कर्त्तव्य पर डटे रहेंगे। We *must* stick to our duty.

NOTE :—Attention should be paid to this use of *must*. It is used in the Futre Tense and it is wrong to translate *will must*.

(*iii*) *To express duty* ; as,

इस समय बैर-भाव अवश्य भूल जाइये। At this hour you *must* forget enmity.

(*iv*) *To express certainty* ; as,

हमें एक दिन मरना तो है ही। We *must* die one day.

(*g*) **Ought** is used—

(*i*) *To express obligation or duty* ; as,

हर हिन्दू मुसलमान और ईसाई को बिना द्वेष के सरकार और देश-रक्षा के लिए जी जान से जुट जाना चाहिए। Every Hindu, Muslim or Christian *ought* without prejudice to exert himself body and soul for the defence of the government and the country.

(*ii*) It has no form in the Past Tense. *To denote past time it is used in the Present Perfect Tense*; as,

आपको पाठ याद कर लेना चाहिए था। You ought to have prepared your lesson.

Dare is used :—

(*i*) *To express courage* ; as,

अगर हम एकता से काम करेंगे तो दुश्मन को हिन्द की जमीन पर क़दम रखने की हिम्मत न हो सकेगी। If we stand united the enemy dare not step on Indian soil.

(*ii*) *To express challenge* ; as

हम उन्हें युद्ध के लिये ललकार सकते हैं। We dare them to fight. (Vide Grammar Section.)

Need is used :—

This verb is used in the sense to require.' It is generally used in the Present Plural form ; as,

हमें शत्रु के प्रचार की ओर ध्यान देने की जरूरत नहीं है। We need not heed the propaganda of the enemy

Translate into Hindi pointing out the special uses of the auxiliaries:—

No body *can* say what *would be* the **destiny** of India. Why **should** we not die **gloriously?** **The political atmosphere is surcharged with electricity** and **bursting of the storm is not to be delayed.** The government *shall* help us in this matter. **History repeats itself.** In the Mutiny of 857 there was so much **anarchy** in Northern India that some people *would* abandon their homesteads for fear. Such *may* happen this time also. We have become so weak that we *cannot* do anything of **our own accord.** We *would* rather suffer the heaveist loss than **desert** the government. India is in great trouble—on the one hand she is suffering from famine and on the other there are **ominous clouds on the horizon.** He, who evades the situation *must be* disloyal and treacherous. England *ought* to grant **responsible government** to India.

EXPOSITION OF EXERCISE 16 ahead

The Gender and the Number

Model Sentences:—

उनके साथ राजकीय बश के अनेक कुमार और कुमारियाँ थीं। They were accompanied by *many a* prince and *princess* of royal blood. (If the word *'many'* is followed by an Indefinite Article, the noun which it qualifies is written in the Singular Number. *Many a* prince many (times) a (one) prince.] शाही जुलूस में हिन्दुस्तान के राजा व नवाब तथा अन्य देशों के लोग शामिल थे। The royal procession consisted of Indian rajas and nawabs as well as the *peoples* of other countries. (*People* when used in the plural means different *types* of people.)

एक बड़ी दावत दी गई जिसमें तरह तरहकी तरकारियाँ, मिठाईयाँ, गोश्त, मछलियाँ, और फल थे। As sumptuous banquet was given, which comprised *vegetable, sweets, meat, fish* and *fruits* [*Sweets* (not sweet-meats) and *vegetables* are generally used in plural, while *fruit* and *fish* in the singular.]

दरबार के दिन मजदूरों को दूनी मजदूरी और फ़क़ीरों को

ख़ैरात दी गई। On the Darbar day the labourers were paid double their *wages* and *alms* were given to the beggars. (The following nouns have no singular form :—*Riches*, *wages*, *tidings*, *tongs*, *alms*, *measles*, *annals*, *thanks*, *breaches*, *trousers*, *pantaloons*, *scissors*, *drawers*, *proceeds*, *spectacles*. On the other hand, *news*; *gallows*, *physics and Mathematics* are plural in form but are followed by singular verbs.

भेड़ें और हिरन जगह-जगह चर रहे थे। *Sheep* and *deer* were grazing here and there (*Sheep*, *deer* and *pice* have the same form in both the numbers.)

[For detailed study Vide Grammar Section]

The **shepherdess**, the **sorceress** and *beggar-woman* played their parts well. Many famous dan**cers**, *heroes* and *heroines* acted well. Two **dozen wolves were** shot dead. A **tigress** besmeared with blood came out **and** *collapsed* there and then. In the meantime hunters riding horses *of good breed* arrived in the forest. The stag was chased by a **pack of hounds.** There was great rejoicing in the wilderness. Colts and **fillies** standing by their mothers looked so pretty. My **hair** is black. He bought **fruit** worth four annas. The price this horse is **two hundred rupees.** I have four **pice** in my pocket. My father has three *milch* **cattle.** I require a **pair of scissors. Five score** boars and *sows* were slain. Poets composed a **series of poems** (not *poetries*). The king offered **thanks** for the loyalty of his subjects. Many **peoples** inhabit Asia.

EXPOSITION OF EXERCISE 17 ahead

The Pronoun

Model Sentences :—

अंधेरे में चलना मुश्किल है। *It* is difficult to walk *in the dark*. To walk in the dark is difficult. (The Pronoun '*It*' is used as an Introductory Subject before the verb. The real subject is the Infinitive 'to walk' which is placed after the verb).

कोई आठ बजा है। *It* is about eight o'clock. (*It* is used to introduce a sentence expressing time, season

or weather) मैं हूँ। *It* is I. कौन है? Who is *it*? ('*It*' is also used to emphasise a noun or pronoun which comes after or before it.)

एक भी बादल आकाश में नहीं है। *There* is no cloud in the sky. (The Adverb '*There*' is similarly used like the pronoun '*It*' to introduce a sentence with no reference to place.)

उसकी (चांद की) रोशनी ने अंधेरा दूर कर दिया है। *Her* light has dispelled darkness. वह (रेलगाड़ी) पूरी रफ़्तार से दौड़ने लगी। *She* ran at full speed. उसके (जहाज के) मुसाफ़िर बन्दरगार पर उतर रहे थे। *Her* passengers were disembarking at the dock. (The pronoun '*she*' or its derivative is used for the moon, a ship and a railway train.)

हे परमात्मन्! तू सर्वव्यापक है। तू सर्वशक्तिमान् है। O Good, *Thou* art Omnipresent and Omnipotent, ('*Thou*' is used in poetry or with reference to God.)

आपके पिताजी कौन-से सज्जन हैं? *Which* is your father? ('*Which*' is used as an Interrogative Pronoun when a selection is made. It is used as a Relative Pronoun with reference to things or animals ; as I lost the book *which* you gave me. आपके पिताजी क्या काम करते हैं? *What* is your father? ('What' is used as an Interrogative Pronoun with reference to the profession of a person). वे कैसे भले आदमी मालूम होते हैं! *What* a good man he seems! ('*What*') is also used in an exclamatory sentence to express some sudden feeling.)

यह वही आदमी है जो कल मुझे मिला था। He is the *same* man *as* met me yesterday. मैंने आप जैसा लड़का कभी नहीं देखा है। I have never seen *such* a good boy *as* you. ('As' is used as a Relative Pronoun after the words 'such' and 'same.')

आपका एक मित्र मेरे पास आया। A friend *of yours* came to me. मेरे यहाँ भोजन कीजिये। Dine at *mine*. यह असबाब मेरा है। This luggage is *mine*. आप कहाँ हैं ? Where is *yours*? (Note the above uses. A friend *of yours*=One *of* your (many) friends. Dine at *mine*=Dine at *my house*. This luggage is *mine*=luggage *belongs to me*. Where *is yours*?=Where is *your luggage*? हरएक को अपने चाल-चलन और तन्दुरुस्ती की रक्षा करनी चाहिए। One must be careful of *one's* character and health (not *his*).

हम ख़ुद असबाब ले चले। We carried the luggage *ourselves*. (The Reflexive Pronoun is used to express emphasis.)

EXPOSITION OF EXERCSE 18 ahead

The Adjective

(Also a few Pronouns aud Adverbs)

Model sentences :—

मुझे कुछ दूध चाहिए। I require *some* milk. मुझे कुछ भी दूध न चाहिए। I do not require *any* milk. (Thus we see that '*some*' is used in the Affirmative Sentence while '*any*', in the Negative.) मुझे कुछ भी दूध न चाहिए। I require *no* milk. ('*No any*' is wrong.)

कुछ स्वयं-सेवकों ने बड़ी मुस्तैदी से काम किया। A *few* volunteers acted very promptly. थोड़े बहुत जो बचे उनमें काम करने की ताक़त न थी। *The few* who escaped were not strong enough to work. मानो उसका कोई मित्र नहीं। *As if* he had *few* friends, (A *few* means *some, not many*; *the few* means *some who escaped, i. e.*, some who have been particularized as those that escaped. *Few* has a *negative* sense meaning *no*.)

उनके पास थोड़ा सामान था। They had *a little* supply. शहरों से जो उन्हें थोड़ा रुपया मिलता था वह काफ़ी न था। *The little* money they received from the cities was not

enough. उन्हें रोगियों की तीमारदारी कराने का कुछ ज्ञान न था। They had *little* knowledge of nursing. (*A little* means *some, not much, the little* means *some (money) that they received, i.e.,* some (money, that has been particularized as the money actually received. *Little* has a *negative sense* meaning *no*)

वे एक दूसरे से बर करते रहे। They were inimical to *one another.* फ्रांस और जर्मनी आपस में प्रेम न करते थे। France and Germany did not love *each other.* एक मुल्क दूसरे से बढ़ जाना चाहता था। *Either* country wanted to surpass *the other.* (*One another* implies *more than two*; *each* indicates *two. The other* is used when two things are meant.)

उसे अपनी हानि पूरी करने की बहुत चिंता थी। She was *very anxious* (*much worried*) to recoup her loss. देहात की दशा शहरों से बहुत बुरी थी। The plight of the country-side was *much worse* than that of the cities. [Before an Adjective of Quality *very* is generally used (as *very* anxious), but before a Past Participle *much* is mostly used (as, *much* worried.) It is however, quite idiomatic to say 'I am *very pleased.*' Before an Adjective of Comparative Degree *much* and not *very* should be used (as *much worse.*)

अमेरिका का स्वास्थ्य-विभाग सब देशों से बढ़कर है। The Health Department of America is *superior to* that of any *other* country. (Adjectives like *superior, inferior, prior, junior, senior* are always followed by *to* and not *than. Any other* and not *any* is correct, for the latter includes America as well and makes the reader compare America with herself, which is absurd.)

सारा भारत इस बीमारी का शिकार होगया। *All India* fell a victim to the epidemic. *The whole of India* fell victim to the epidemic. सब सूबों में यह जंगल की आग की

तरह फल गई है। It spread like wildfire in *all the provinces.* (Note the uses of *all* and *the whole of* before the Proper Noun 'India' and also the use of *all the* before the Common Noun, 'provinces.' '*All India*' connotes *area* and '*all the provinces*' denotes *number.*) दूध खाने-पीने की सब चीजों से महँगा था। Milk was dearer *than* any other *provision.* Milk was the dearest *of* all the *provisions.* (Note the uses of *than* and *of.* In the former the *Superlative* sense is expressed by means of the Comparative Degree while in the latter the Superlative form of the Adjective is followed by *the.*)

Translate into Hindi :—

People were not afraid of this **Divine wrath.** The **economic** condition of England was **sound.** The **fatal** disease was soon brought under control. Hundred of people *died of* influenza. Just after the Great War, the epidemic of influenza spread *all over the world.* The rainfall had been **very scanty** that year. The epidemic **grew more and more violent** with the *setting in of winter.* At certain places the patient *was not cared for* **in the least** The plight of some villages had become **quite hopeless.** The poor villagers had neither clothes to wear, nor food to eat and money to buy medicine. **Whole families** were *sweept away.* **Many** a village *fell into the clutches* of the disease. **No** home was *untouched.* There was a great *scarcity of milk.*

EXPOSITION OF EXERCISE 19 ahead

The Indefinite Article

('A' or 'An')

Model sentences :—

बंदर शैतान होता ही है। A monkey is naturally mischievous. (It is used before a Common Noun in the singular number *to generalise* it.)

कोई बुद्ध अहिंसा का उपदेश देने आया है। A Buddha has come to preach non-violence. (It is used before a Proper Noun *to single it ou tas representing a class.)*

उसके पास एक बकरा और एक बंदर था। He had *a*

goat and *a* monkey. ('A' is used before a Common Noun *that begins with a consonent sound.*

रास्ते में मैंने देखा कि भद्दी पोशाक पहने एक मदारी किसी यूरोपियन के बँगले के सामने बैठा है। A juggler, wearing untidy clothes, was sitting in front of *a* European's bungalow. (If is used before words beginning with the *long sound of 'u' or a vowel having the sound of a consonant.*)

दर्शकों में से एक अंडेवाला था। Among the spectators was an egg-seller. ('An' is used instead of 'a' before words beginning with a vowel—a, e, i, o, u or a vowel sound.)

एक दिन मैं स्कूल जा रहा था। One day I was going to school. (Article 'a' or 'the' is omitted if the sentence signifies 'going to school *for study*.' Like-wise, 'Going to church' or 'Going to court' means going to church or court for the purpose for which the place is meant.)

***Translate into Hindi*:—**

People ***burst into laughter*** and ***taunted*** him. ***Elbowing his way through the crowd,*** he reached the man It is a matter of shame that you are ***making game of this man.*** Gopal is **an** honest and simple man. (Note omission of article before ***simple.***) Gentlemen always try to ***make good the loss*** of sufferers. They gave the beggar and the hermit ***four annas each.*** I have **an** urgent ***piece of work.*** For this reason I could not stay long. Complying with his instructions each of them gave him **a one anna** piece. He has his meals in **an hotel.** Hearing the ***sweet note of the pipe,*** many wayfarers gathered there. He ***took off*** his turban and threw it away. The poor fellow was ***dumbfounded.***

EXPOSITION OF EXERCISE 20 ahead

The Definite Article

गंगा ससार की बहुत बड़ी नदियों में से है। *The Ganges* is one of *the largest* rivers of the world. (The article '*the*' is used before certain geographical terms; as *rivers, gulfs, seas, oceans, mountain ranges.* It is also used before the superlative Degree.

ज्यों-ज्यों नदी आगे बढ़ती जाती है त्यों-त्यों इसमे बहुत सी धाराय मिलती जाती हैं। As *the river* flows on, several streams join it. (It is used before a Common Noun to denote a particular person or thing already referred to in a previous sentence.)

मगर जल का भयंकर शत्रु है। *The crocodile* is a dreadful *aquatic* animal. (It is used before a Common Noun to represent the whole class.)

विद्वानों ने प्रमाणित कर दिया है कि इसके जल में जो गुण पाये जाते हैं वे शायद ही किसी जल में पाये जाते हैं। *The learned* have proved that water of any other place has hardly as many properties as the Ganges water. (It is used *before an Adjective used as a Plural Noun).*

लोग सूर्य और चंद्र ग्रहणों के समय हज़ारों की संख्या में गङ्गा-स्नान करते हैं। During the eclipse of *the sun* or *the moon* people bathe in the Ganges in large numbers. (It is used before certain Nouns which are unique.)

भारतीय शेक्सपीयर कालीदास ने इसी के किनारे अनेक ग्रंथ रचे थे। Kalidas, *the Shakespeare* of India, had composed many books on its banks (It is used before a Proper Noun to denote comparison.)

इसके जल में लोहा, तांबा, सोना, चांदी आदि के प्रमाणु मिलते हैं। Its water contains particles of *iron, copper, gold, silver* and the like. (It is omitted before Material Nouns.)

ऋषिकेश के समीप यह बहुत बड़ी नदी हो जाती है। It becomes a very large river near *Rishikesh.* (It is omitted before Proper Nouns.)

ताजमहल यमुना के किनारे है। *The Taj Mahal* stands on the bank of the Jumna. (It is used before the names of historical buildings.)

पुराने समय में बड़े-बड़े लेखक और कवि इसके किनारे एकांत में

रहा करते थे। In ancient times great poets and writers lived on its banks in *solitude*. (It is omitted before Abstract Nouns.)

आदमी स्वार्थी होता है। *Man* is selfish. (It is omitted before a singular Common Noun used in its widest sense.)

ऋषि बाल्मीकि ने इसी के समीप कुटी में रामायण की रचना की थी, *Sage* Valmiki composed *the Ramayana* in a hermitage beside the river. (It is omitted before titles and professions. Note the use of 'the' before 'Ramayan.)

विद्यार्थियों ने गणित, विज्ञान तथा अन्य विषयों का अध्ययन किया था। Students studied *mathematics, science* and other subjects. (It is omitted before the names of arts and sciences.)

संस्कृत में अनेक ग्रंथ रचे गये थे। Many books were written in *Sanskrit*. (It is omitted before the names of languages.)

***Translate into Hindi*:—**

The Jamuna and **the Rapti** rise from **the Himalayas.** The river branches off into several streams near the delta. Ancient Indians sailed to **the Malaya Archipelago** via this river. **The English** spread their culture wherever they go. **The tiger** and **the rhinoceros** are found in large numbers in **the Sunderbans. The Ganges** falls into **the Bay of Bengal.** Fort William and **the Victoria Memorial** proclaim the triumph of modern civilization. **The Indo-Gangetic plains** are thickly populated. **The Gomti** is a tributary of **the Ganges**. The sight of **the Red Fort** and **the Jumma masjid** of Delhi and **the Taj** of Agra conjure up the medieval civilization. A foreigner wishing to study the ancient, the medieval and the modern civilization of India must sojourn along the banks of the Ganges and its tributaries. Physicians declare that bathing daily in **the Ganges** can prolong a man's life.

EXPOSITION OF EXERCISE 21 ahead
The Adverb (also Adverbial Phrases)

Model sentences :—

मेरा कलेजा धीरे-धीरे बैठा जाता है। My heart is sinking *slowly*. (If an Adverb modifies an Intransitive Verb, it is generally placed after it.)

राजा उससे बहुधा लड़ाई के बारे में सलाह लिया करते थे। The king *often* consulted her in matters relating to war. (Adverbs, such as *ever, sometimes, never, always, seldom, often* are better placed before the verbs they modify.)

वह शाम को बहुत देर में आया। He arrived *very* late in the evening. राजा अत्यन्त दुःखी हुए। The king was *exceedingly* sorry. (Adverb modifying an Adjective or an Adverb is placed before it.)

उसने सदा अपने कर्तव्य का भली भाँति पालन किया है। He has always discharged his duties *satisfactorily*. (An Adverb modifying a Transittve Verb is generally placed after the object.)

भाग्य से राम सुशील हैं। *Luckily* Rama is amicable. (An Adverb modifying the entire sense in a sentence is put at the beginning.) तुम (कैकेयी) कैसी मूर्ख हो। *How* silly you are! (It is also placed at the beginning of a sentence if the sentence is Exclamatory.)

उन्होंने कैकेयी को बहुत व्याकुल पाया था। He found Kaikayee *much* perturbed. आपके लिये यह बड़ी अनुचित बात है कि आप अपने वचन भूल जाते हैं। It is *very* unbecoming on your part to forget your promise. (Thus we see that '*much*' '*very*' are used before Past and Present Participles respectively.)

वह बहुत नम्र है। He is *very* polite. वह दूसरों की अपेक्षा बहुत नम्र है। He is *much* politer than others. ('*Very*') is used before Adjectives or Adverbs in the Positive Degree and '*much*,' in the Comparative Degree.)

रात होते ही राजा खुशा-खुशी रनवास को गये। At nightfall the king went to the harem quite *happy*. तीरों की तेज वर्षा हो रही थी। The arrows fell *thick*. (Here 'happy'=happily ; and 'thick'=thickly. Note the idiomatic use of the Adjectives *happy* and *thick* instead of their Adverbial forms.)

Translate into Hindi

How foolish you are to be annoyed on this *auspicious* occasion ! **Why** have you made preparations for Rama's coronation without my consent ? You had **once** promised to grant me two *boons*. I shall **soon** die *because of* Rama's separation. You shall have to exile Rama *at any rate* He is not amibitious **in the least** to enjoy kingly pleasures. His body perspired **profusely**. He, being confounded, walked **to and fro**. He was in a great suspence. He was **between the devil and the deep sea** She was famed for her beauty **far and wide** He took her to the battle field **occasionally**. **Once** he set out to meet the enemy, seating his wife in the charior. **Hardly** an hour has passed after the commencement of the battle when the axle of the royal chariot was broken. Kailkaye held the wheels **fast** for several hours **at a stretch**. Arrows *rained* **so thick** that even the heart of the bravest soldier *quaked with fear*. The king, being charmed by her virtues, married her in his *declining years*. The king was victorious **in the long run**. He was **quite** sure that she would not *stand in his way*. His faith in her grew **by leaps and bounds**. He wished to *instal* Rama as king without consulting his wife

———

EXPOSITION OF EXERCISE (*a*) ahead

The Preposition and Prepositional Phrases

Model Sentences :—

दशहरे की छुट्टियाँ पन्द्रह अक्टूबर से होने वाली थी। The Dashara vacation was to begin *on* the 15th of October. (*Begin on* is correct ; *begin from* is wrong)

मैं तीन महीने से घर नहीं गया था। I had not gone home *for* three months. सवेरे से पानी बरस रहा था। It had been raining *since* morning. चिड़िया दो मिनट में ठन्डी हो गई। The bird expired *in* two minutes. चार

मिनट के भीतर ही वह दुष्ट वहाँ पहुँचा। That wicked fellow arrived there within four minutes. (*In* shows *at the end of a period of time*; *within*, *before the end of a period of time*.)

मैं गोविंदपुर, ज़िला उन्नाव में रहता हूँ। I live *at* Govindpur *in* Unao District, (*In* is generally placed before names of *countries, big areas* or *large towns* but *at* is placed before names of *small towns or villages*.)

मैंने उसे छड़ी से पीटा। I belaboured him *with* a stick. वह पुलिस द्वारा पकड़ लिया गया। He was caught *by* the police. चिड़िया पेड़ पर से गिर पडी। The bird fell *from* the tree. (*With* denotes *instrumentality*; *by*, *agency* and *from separation*.)

नदी के किनारे कुछ धोबी पेड़ के नीचे बैठे थे। Some washermen were sitting *beside* the river under a tree, उनके पास भुनी मछलियों के अलावा और शराब की बोतल रक्खी थी। Close by was placed a bottle of wine *besides* roasted fish. (*Beside* means *by the side of* and *besides* means *in addition to*.)

वे आपस में मछलियाँ और शराब बाँट-बाँट कर खा पी रहे थे। They ate and drank while sharing the fish and the wine *among* themselves. मिठाई दोनों लड़कों में बाँट दो। Divide the sweets *between* the two boys. (*Among* is used with reference to *more than two* persons or things and *between* is used with *two* persons or things.)

Translate into Hindi :—

Durga Prasad **was beside himself with** anger. They lived **beyond** their means. They **die of** infectious diseases like flies. We must **abstain from** an evil. You are **in** a state of poverty. Rama was **blind in (of) one eye.** Mohan had married (not *with*) a widow. **By chance I caught sight of** a bird. The tank **abounded in** fish (not *fishes*). Do not squander money or you shall **come to** grief. The wicked fellow **arrived at** the spot. The Viceroy **arrived** in India. I caught him **by the** neck **at the risk** of my honour. He cried **at the top** of his voice. Durga Prasad was **skilled in** washing.

Why is he **jealous of** Gopal? He is **desirous of** reforming his son. A hermit came **out of** not *from*) the cottage. He came back home (not to *home*) **at the instance** of the hermit. They reached the place (not *to the place*) **in** two hours. I set **out for** my village **by motor** (not *by the motor*). Do not **argue with** them.

N. B.—(1) Note carefully the idiomatic uses of से in Hindustani. (2) Vide 'Appropriate Prepositions' in the Composition Section.

PREPARATORY TO EXERCISE 22 (*b*) ahead.

Translate into Hindi:—

We are **sick of** these evils. We are **reminded of** Thy glory. We are waiting for the day when Thou *shalt* **emancipate us from sins** and establish peace in the world. If we **object to** Thy deeds, Thou art in power to punish us. The world is **bent on** mischief. **For this very reason** theft, robbery, and intemperance are increasing **day by day. For** self interest one does not **care for** others. **In spite of** so much **advancement in learning** these days, if you **compare** modern society **with** that of a hundred years back, you will discover a striking contrast (a wide gulf). People are **immersed in** evil. Ninety **per cent. of** the world's population **longs for** riches and power. Doctors do not **admit** patients **into** hospital-wards without illegal gratification. There is no **limit to** the lawlessness of the police. It cares only to **extract** money **from** culprits. Students criticise their teachers. Young people do not **agree to** the opinion of elderly persons. They get **angry with** them **at** their behaviour. An honest and simple person drags a miserable existence. He is **mocked at on** every **occasion** so that it is **difficult for** him to get the bare necessities. If a gentleman **prevents** innocent persons **from** falling **into** the clutches of evil, vicious people **plot against** him and **avail themselves of** an opportunity to pick a quarrel **with him.** To **intervene in** the affairs of others is, as it would seem, the profession of some people. A prosperous son **parts with** his father. The strong are **on the look out** to **rob weak of** the fruit of their labour. They take it as their birth-right to **encroach upon** their privileges. This is the root cause of the quarrel **between labour and capital.** If a person **gets into** trouble, his friends and relations do not **sympathise with** him, but try to aggravate it. It is a matter of great regret that people, though **falling repeatedly into the**

clutches of hypocrites, are not **cautious of** them. There is rarely any person, who **on** some **pretext** or other, does not **boast of** himself. Mostly people try to establish their influence by **complaining against** others directly or indirectly. When the secret of the defaulter is revealed, he does not acknowledge his fault. Bribery is ripe on a large scale.

EXPOSITION OF EXERCISE 2, ahead

The Conjunction

Model Sentences :—

अगरचे कानपुर सेंट्रल एक बड़ा जंकशन है तो भी शहर से बिलकुल सटा होने के सबब से उसका रक्बा बहुत बड़ा नहीं है। Though Cawnpore Central is a big junction, yet being attached to the city its area is not so large. (*Though* is followed by the conjunction *yet* and not *but*. But modern English usage prefers only a 'comma' instead of *yet*.)

जैसे एक गाड़ी छूटी नहीं कि दूसरी आ धमकी। *As soon as* one train steams off, another puffs in. ('No sooner ...than' is used only in the past tense ; *e. g.* No sooner *did* he *reach* the station than the train *whistled off*. No sooner *had* he *reached* the station than the train *whistled off*.)

जब गाड़ी छूटने को होती है, लोग गाड़ी के पास से हटा दिये जाते हैं जिसमें कहीं कोई गाड़ी के नीचे न आ जाय। When *a* train is about to start, people are forbidden to approach her, *lest* some one should be run over. (Lest, unless etc., are *negative* conjunctions. They do not require 'not' or 'no.' It is wrong to say, 'Lest they should *not* be run over.' '*When*' is not followed by *then* as in Hindustani. A comma is used in place of 'then'.)

Translate into Hindi :—

A passenger can never get into a wrong train, **only if** he consults the railway employees. The bell is rung some minutes before the arrival of the train **so that** the passengers may get ready. The station-master keeps standing **until** the train stops. Walk cautiously **lest** you should stumble down. You missed the train **since** you were late. Run **or** the train

will-steam off. There is a great bustle and activity at the station **when** the train is about to come. **As soon as** the train stops, people rush into her. The ticket collectors guide the passenger, **nevertheless** they get into a wrong train. The train **as well** as the motor *is* fast (not *are*.) It is not only a station for the broad gauge, **but** for metre gauge **also**.

EXPOSITION OF EXERCISE 24 ahead

The Infinitive

Model Sentences :—

उसे खेलना और लड़ना पसंद है। He likes *to play* and *quarrel*. (When two Infinitives are put together, '*to*' is placed before the first and omitted before the second.)

लड़कपन पढ़ने का समय है। Boyhood is the time *to read*, (not 'of reading'.) **मास्टर साहब ने उसे सबक़ पढ़ने का हुक्म दिया।** The master bade him *read* the lesson. ('To' is omitted before the verbs :—*bid, behold, dare, feel, hear, let, make, need, please, see, watch,* etc.)

मैं मर भले ही जाऊँ पर उसका साथ करना नहीं चाहता। I would rather *die* than *associate* with him. ('To' is generally omitted in similar expressions before the verb.)

Translate into Hindi :—

If you laugh, I will **make you stand** on the bench. You **need not go** there. He **dared not utter** a word. His *conscience is guilty*. I am *sick* of my servant. He likes **to molest** good boys. He is about **to be expelled.**

EXPOSITION OF EXERCISE 25 ahead

The Grund and the Verbal Noun

Model sentences :—

वे लोग कुश्ती लड़ने, घूँसेबाजी करने, मछली पकड़ने, जंगली जानवरों का शिकार खेलने और नदी तैर कर पार करने में होशियार होते थे। Those people were skilled in *wrestling, boxing, fishing, hunting* wild animals and *swimming* across rivers. (Gerunds).

बल्माओं के कुसरत और कुसरत दिवे काबिल तारीफ़ होते

थे। The fine *writing* and correct *spelling* of the learned were admirable. (Verbal Nouns).

NOTE:—1. A Verbal Noun is similar to a Gerund in form. The difference is that a Verbal Noun is generally preceded by the Article *'the'* and followed by *'of'* while a Gerund has no such article before it and no *'of'* after it. It becomes a Noun practically and the term 'Verbal'. merely denotes that it has been derived from a Verb. So a Verbal Noun *never* takes an object

2 The article *'the'* is not repeated if two or more Verbal Nouns go together in the same context as shown in the second example given above.

Translate into Hindi:—

Indians were not ***inferior to*** any people in **boating.** In ***ancient*** and ***medieval*** times the people of Innia paid special attention to ***art*** and ***literature.*** Their health and constitution was (not ***were***) sound ***from the cradle to the grave.*** Ibeal ladies are not only ***skilled*** in **discharging** household duties but also in doing such odd jobs as **sewing, weaving, Dyeing** and **painting.** Not only their health and character were good, but also their economic condition, **doing** is more difficult than **saying.** Students had a very ***fine memory.*** People were more ***practical*** than they are now. They could recite a piece of composition ***word by word.*** If you make a ***comparison between*** old and new **painting,** naturally you will give preference to the former. I do not know **how to swim** (***not swimming***)

EXPOSITION OF EXERCISE 26 ahead

The Participle

Madel sentences:—

वीरान जगह में सफ़र करते हुए एक आदमी ने बहुत से रीछों को बैठे देखा। Travelling in a forest, a man saw many bears *sitting* at a place. ('Travelling' and 'sitting'. are Present Participles qualifying the Nouns 'man' and 'bears'. respectively).

शायद बढ़ी हुई नदी इसे यहाँ लाई हो। Perhaps the *flooded* river has brought him to this place. बेचारा दुःख के मारे भौचक्का खड़ा है। The poor fellow, *smitten* by sorrows, is standing *dumbfounded,* ('Flooded' and

'dumbfounded' are past participles, qualifying the nouns 'river' and fellow' respectively.)

N. B.—Participles are Verbs and Adjectives combined. Like Adjectives they are used in both languages attributively or predicatively.

Translate into Hindi :—

Many parts of Africa are atill **untrodden** by ***human steps***. The lady spoke with eyes **filled** ***with tears***. The **burnt** child ***dreads the fire***. Sometimes persons, **afflicted** ***with grief***, go into seclusion. Let **bygones** be **bygones**. He did not pour out ***the contents of his heart*** lest the secret should be revealed. **Eyeing** him from ***top to toe***, he attacked him. **Being sick of** this selfish world, persons sometimes commit suicide. **Forsaken** by the world, I have come here to ***try my luck***. The man **leaping** up with joy spoke out. What ***has brought him here***? **Hearing** his tragic story his heart was ***moved***. Men **wishing** ***to win the hearts*** of others, must have ***fellow-feeling***.

EXPOSITION OF EXERCISE 27 ahead

The Noun Clause and the Sequence of Tenses

A. ***Model sentences to illustrate Noun Clauses*** :—

जो कोई बोलेगा वही मारा जावेगा। *Whoever speaks* shall be slain. [Subject to a Verb.]

हमने सोचा कि सैर करने का यह अच्छा मौक़ा है। We thought *it was an opportune moment to go on a trip.* [Object to a Verb.]

हमें देखना है कि वह आगे क्या करता है। We have to see *what he does further*. [Object to an Infinitive.]

जो कुछ मैं कहता हूँ ध्यान से सुनिये। Listen to *what I say*. [Object to a Participle.]

यह समझकर कि वह परोपकारी है हम उसके साथ हो लिये। We accompanied him thinking that *he was a philanthropist*. [Object to a Participle.]

ऐसा प्रतीत होता था कि पानी बरसेगा। It seemed *that it would rain*. [Complement to a Verb.]

यह बात कि इस बियाबान जंगल में मौत से बालबाल बच गये ईश्वर की कृपा का प्रमाण है। The fact *that we narrowly escaped death in this desolate forest* is the proof of Divine mercy. [Nominative case in apposition to a Noun (or Pronoun)].

B. *Examples for studying the Sequence of Tenses* :—

In the translation of the following, note the tense of each verb in italics :—

(a) हमने देखा कि चिड़िया चहचहा रही हैं।
We *saw* that the birds *were* twittering.

(b) ऐसा मालूम हुआ कि कोई हमें बुला रहा है।
It *seemed* somebody *was* calling us.

(c) मुझे मालूम हुआ कि तुम घर को चल दिये हो।
I *came* to know that you *had left* for home.

(d) तुम खुद अनुमान कर सकते थे कि मैं तुम्हारे पास क्यों आया था।
You yourself *could guess* why I *had come* to you.

Observation :—

[1] In the Noun Clauses in (*a*), (*b*) and (*c*) given above the verbs in Hindustani are in the Present Tense in order to be idiomatic.

[2] But in English the verb in the Noun Clause must be in some form of the Past Tense if the verb in the Principal Clause is in the Past Tense.

[3] If the action expressed by the verb in the Noun Clause had been finished before the action expressed by the verb in the Principal Clause, the former must be written in the Past Perfect Tense. [*Vide* Examples (*c*) and (*d*) above.]

[4] *Exception* : If, however, the statement in the Noun Clause is a universal truth, the Present Tense of the verb must remain ; *e. g*. He remembered that the earth *is* round.

[5] A Noun Clause is never introduced by 'that' if it begins with *why, how, when, where, who*, etc.; as, He asked me *why* I had gone there.

[6] Modern usage omits 'that' before short Noun Clauses; as—He thinks *I am a fool*.

[7] A Noun Clause in Hindustani having an *interrogative look* is generally rendered into English in the *non-interrogative* form, *i. e.*, the verb is used after the subject as in assertive sentences; as—

मुझे नहीं मालूम कि वह कहाँ रहता है। I do not know *where he lives*. It is quite wrong to write 'I do not know where *does he live* ?"

Translate into Hindi and pick out the Noun Clauses if any :—

We saw that the deer were **frisking** about and the birds were **twittering**. We **turned back** and saw a man **rushing towards us**. He could not understand what you were **driving at**. Whoever **delivers** others from danger, **attains salvation**. The forest is **infested with** ferocious beasts and robbers. The sky was **overcast**. The only difficulty was that we had neither umbrellas nor **raincoats**. It seemed that they **misinterpreted** my statement. They were sure that death was **impending**. We realize why they were terrified. Tell me how I should treat you. He can himself guess why he has come to him. He found that his **heart was sinking within him** He came to know that fear had **made him speechless**. My mission is to guide the persons **going astray** and shelter them if necessary.

EXPOSITION OF EXERCISE 28 ahead

The Adjective Clause

Model sentences :—

दो भाई खेलते-खेलते एक जंगल में पहुँचे जो शहर से चार मील की दूरी पर था। Two brothers reached a jungle *which was four miles from the city*. [The Adjective Clause performs the function of an Adjective. It always commences with a Relative Pronoun (or a Relative Adverb)].

छोटा भाई, जो भूखा, प्यासा, और थका था, फूट-फूट कर रोने लगा। The younger brother, *who was hungry, thirsty and tired*, wept bitterly. [It looks like *an* Adjective

Clause, because the Relative Pronoun, *who*=because he]

N.B :—'Who' refers to persons and 'which' refers to animals or things.

Translate into Hindi :—

Man is duty-bound to help those ***who need his help***. The forest ***where we are staying*** abounds in terrible beasts. This is the reason ***why people adore Him*** It is God ***who brings us to life***. The hermit, ***who met the boys in the jungle***, consoled them. The guests, ***who were invited***, received presents at the time of parting. Persons, ***who are discouraged at failures***, never achieve success I am the same man ***as was once insulted by you*** Come to my house ***where [=and there] you shall get all comforts*** Who are you ***to come at this odd hour*** ?

Expcsition of Exercise 29 ahead

The Adverb Clause

Model sentences :—

जब वह रेल की सड़क-सड़क घर लौट रहा था, उसने देखा कि एक जगह पानी ने सड़क काट दी है। *When he was walking back home along the railroad,* he found it breached at one point by water. [*Time*].

जहाँ कहीं वह जाता था वह कुछ विशेषता कर दिखाता था। He would do something remarkable *wherever he went.* [Place].

गाड़ी आने के पहले स्टेशन मास्टर को इत्तिला देनी चाहिए जिसमें सैकड़ों मुसाफ़िरों की जानें बच जायें। The station master should be informed before the arrival of the train *so that the lives of hundreds of passengers might be saved.* Purpose],

उसकी सब कोशिशें बेकार गईं क्यों कि गाड़ी चल चुकी थी। All his efforts were of no avail *as the train had already started.* [Cause]

जैसे मैं बताऊँ वैसे कीजिये। Do *as I tell you* (Manner)

अगर मेरे आने के पहले गाड़ी आजावे तो आप उसे आगे न

बढ़ने दीजियेगा। *If the train arrives* before I come back, you should not let her proceed further. [Condition].

वह साधारण लड़कों से बुद्धिमान और फ़ुर्तीला था। He was wiser and quicker *than ordinary boys.* [Comparision].

वह ऐसी फ़ुर्ती से दौड़ा कि तेज़ से तेज़ घोड़ा भी उसका मुक़ाबिला नहीं कर सकता था। He ran so fast *that even the swiftest horse could not compete with him.* [Degree or extent].

अगरचे मैं तरबतर हूँ, तो भी मुझे कुछ परवाह नहीं है। *Though I am drenched to the skin,* I do note care a bit for myself. [Contrast].

Note:—An Adverb Clause does the work of an Adverb.

***Translate into Hindi*:—**

As long as he was alive he would not let the train proceed further. ***No sooner did he hear the rumbling of the train*** than he stood firm at the spot. ***As soon as the train passed that point,*** she would fall into the ditch. Today I aspire to acquit myself creditably ***so that my name may survive me.*** Good deeds are never lost. ***When you came to my house,*** I was in a state of suspense. They should stay here ***until I return.***

PREPARATORY TO EXERCISE 12 ahead

Words commonly mis spelt

[Vide Relevant portions in Section III]

***Write the following sentences to dictation and then study them once more noting the spelling of words in thick type*:—**

The school compound is **surrounded** by a **boundary-wall.** The class-room is in the upper **storey** in front of the **gallery.** My seat is at the **centre.** My class-teacher is very **diligent** and a **conscientious** worker. **Ordinarily** he is **against corporal** punishment, but he gives **exemplary** punishment to a **liar** and **hypocrite.** His **speech** is instructive and his **simplicity** is praise-worthy. He is a good **athlete** and **skilful** teacher. Mohan **often speaks** the truth. Do not **steal.** Have a sense of duty. Make your body as strong as **steel.** Riches are not **stationary.** I went to a **stationery** shop and purchased some

ink and paper. Never **associate** with boys of **loose** character. Do not **lose** your time in **idle** talk. **Idol** worship is common in India. My teacher's character has **influenced** me much. Neither smoke **cigarettes** nor use other **intoxicants**. His dealings are **fair**. Religious **fairs** are very common in India. Railway **fares** have been raised these days. I write my daily **routine** on **a diary**. Both of us go to a **dairy**. I have **divied** time according to **convenince**. I get up at four in the morning and **sweep** the **floor** of my room. Being free from bathing and the like, I sing **hymns** in praise of the **Almighty**. While I take, physical exercise, I never **breathe** through the mouth. Stop your **breath** for five minutes and you will die. The ? up is **due** at Cawnpore Central at 3-30 A. M. I run with the **barber's** son in a **neighbouring bungalow**-compound on grass covered with **dew.** I continue exercise until I am covered with **sweat.** As soon as the milk-man sees us **coming**, he gives fodder mixed with **flour** to the **milch** cattle and starts milking a cow. I quench my **thirst** with milk. The **whole fatigue** is gone. I come back home as soon as the clocktower of the **Woollen** mills **strikes** seven. I sit in a **quiet** place and work out sums in **Arithmetic** and **Geometry.** I cannot walk, for I am **quite** tired. I write out **explanations** of difficult passages in the text. My **niece whom** my mother loves much sits **beside** me and reads her books. At nine we **breakfast together**. She goes to school in an omnibus. I come back home and eat a little fruit **or sweets.** I go to the play-grounds where I play **tennis** and **volley ball until** I am **quite** tired. We never **in-dulge indecent** jokes. The Ganges is **visible** from the play grounds. The **scenery** of the river is very pleasant **towards** evening. In **summer** we swim **across** the river. We play many a game on the sandy bank. Gopal is the **secretary** of the Games **Committee.** I have procured two **tuitions** through the **recommendation** of the Headmaster. I have two pupils one is the son of a **lawyer** and the other, the son of a **principal.** The lawyer is a man of **fiery** temper. I spend the money earned by honest labour on food and books only and not on **cinema** or **dramatic** shows. I retire to sleep **quite tired** at ten in the night.

CHAPTER II

(Part B)

EXERCISES BASED ON GRAMMATICAL PECULIARITIES

[Hindustani passages for translation into English]

EXERCISE 1

[Vide its exposition in Part A]

The Present Indefinite

अच्छा लड़का

हमारे गाँव में मेवालाल नाम का एक लड़का रहता है। वह कभी झूठ नहीं बोलता। वह किसी को धोखा नहीं देता। वह जल्दी सोता और जल्दी उठता है। वह बड़ा शान्त है वह किसी से लड़ता-झगड़ता नहीं। वह सदा प्रसन्न रहता है। वह बड़े-बूढ़ों की इज़्ज़त करता है। वह बड़ा फुर्तीला है। वह किसी काम से जी नहीं चुराता। वह सबसे प्रेम का बर्ताव करता है। वह किसी को सताता नहीं। उसे विद्या से प्रेम है। वह गाँव से निरक्षरता दूर करने की कोशिश किया करता है। वह अच्छा खिलाड़ी, तैराक और पहलवान भी है। वह माता-पिता का भक्त है। वह अक्सर माँ से पूछा करता है, "माँ! मैं आपकी क्या सेवा करूँ? त्यौहार कब होगा? बाज़ार से कुछ मँगाना है? कहीं संदेशा भेजना है? भाई के बिना मुझे कुछ अच्छा नहीं लगता। भाई का स्कूल कब बन्द होगा? वे कब आयेंगे?"

उसकी माँ आदर्श महिला है। वह पति और बेटों का समय नष्ट नहीं करती। वह गृहस्थी का सब काम ख़ुद करतीं है। वह पढ़ी-लिखी भी है। वह बेटों को रामायण और महाभारत की रोचक कहानियाँ सुनाया करती है, "कैसे राम ने लंका पर चढ़ाई करके रावण को मार डाला और कैसे श्रीकृष्ण ने पांडवों की सहायता करके कौरवों का नाश किया।" वह बेटों को यही उपदेश देती है, "सत्य की सदा जीत होती है और ईश्वर साधुओं को दुष्टों के चंगुल से बचाता है।"

लड़को ! देखो मेवालाल कैसा अच्छा लड़का है ! वह कैसा ईमानदार, आज्ञाकारी, समयपालक और परिश्रमी है !

FXERCISE 2

[Vide its exposition in Part A]

The Past Indefinite

[*N.B.* :—Before attempting this exercise study the Conjugation of Verbs in the Grammar Section.]

चोरी

सख्त सर्दी के कारण पानी जम गया। रात को कोई हाते में घुस आया। बहरे चौकीदार ने कोई आहट न सुनी। मैं आमतौर से दस बजे सो जाया करता था। सोने के पहले मैंने चौकीदार को जगाया और होशियार रहने को कहा।

चोर रात के सूने में चुपके से कमरे में घुस आया। उसने रबड़ के जूते पहन लिये। न आहट हुई और न पैरों के निशान बने। इत्तिफ़ाक़ से उसने चलते-चलते फ़र्श पर थूक दिया। थूक मिटाने के लिये उसने फ़र्श पर झाड़ू लगाई। उसने बिना कोई शब्द किये लोहे का संदूक तोड़ डाला। पहले उसने कुछ काग़ज़ फाड़ कर धरती पर फेंक दिये और फिर मनीबेग और गहने की संदूक़ची चुराकर भाग निकला।

मेरे पड़ोसी के कुत्ते ने उसे देख लिया। उसने काट खाया। कुत्ते के भूँकने की आवाज़ सुनकर बहुत लोग जाग पड़े! उन्होंने चोर को पकड़ लिया। उन्होंने उसे बड़ी बेरहमी से मारा और मेरे पास लाये।

मैंने क़ालीन बिछाकर उन्हें बैठाया। मैंने चौकीदार से डाँट कर कहा, "तुम कहाँ थे? कैसे चोर हाते में घुस आया? तुम इतने लापरवाह क्यों रहे? क्या तुम्हारी स्त्री भी सोती थी? क्या उसने तुमको सचेत नहीं किया?"

चौकीदार मेरी टाँगों से लिपट गया और माफ़ी माँगी। मैंने उसकी सुनी अनसुनी कर दी और उसे निकाल दिया। मैंने चोर को पुलिस के हवाले किया और पड़ोसियों को धन्यवाद दिया। वे लोग कैसे अच्छे थे!

EXERCISE 3

[Vide its exposition in Part A]

The Future Indefinite

(Uses of *Shall Will*)

वादा

जॉन—मैं आपको अपने दफ़्तर में रक्खूँगा! क्या तन्ख़्वाह लेंगे? ठीक वक़्त पर आयेंगे? याद रखिये यदि आप ईमानदारी से काम न करेंगे तो जेल जाना पड़ेगा।

पीटर—ज़रूर। पचास रुपये तन्ख़्वाह लूँगा। ठीक वक़्त पर आऊँगा और बिना इत्तिला दिये शहर के बाहर न जाऊँगा। क़ायदे क़ानून के अनुसार चलूँगा।

जॉन—अगर आप क़ायदे के ख़िलाफ़ काम करेंगे तो मैं आपको फ़ौरन निकाल दूँगा।

पीटर—मैं मर भले ही जाऊँ, पर फ़र्ज़ ज़रूर अदा करूँगा। मैं आपसे कब मिलूँ?

जॉन—कल मुझे बहुत काम है। परसों दस बजे दफ़्तर आइये।

पीटर—बड़े बाबू ड्यूटी पर कब वापिस आयेंगे?

जॉन—बड़े बाबू कल ड्यूटी पर आयेंगे। उन्हें और छुट्टी लेनी पड़ेगी। अभी उनकी तबियत ठीक नहीं है। अगर आप ठीक तरह से काम करेंगे तो आपकी तरक्क़ी होगी। बड़े बाबू के रिटायर होने पर आपको उनकी जगह मिलेगी। आगे जो ईश्वर की इच्छा है, वह ज़रूर होगी। मैं ज़्यादा बात न कर

सकूँगा। मुझे देर हो जायेगी। मुझे गिरजे जाना है।

पीटर—मैं आपका शुक्रगुज़ार हूँगा। मैं भी आपके साथ क़दम मिलाये चलूँगा। पादरी साहब किस विषय पर उपदेश देंगे।

जॉन—पादरी साहब, 'तू चोरी मत कर', 'तू झूठ मत बोल,' 'तू हिंसा मत कर' पर उपदेश देंगे।

EXERCISE 4

[Vide its exposition in Part A]

The Present Perfect

दुष्ट पड़ोसी

भारत—शिव ने मेरी घड़ी चुराई है और मेरी किताबें फाड़ डाली हैं। उसने झूठी क़सम खाई है कि मैंने ऐसा नहीं किया है। उसने और पड़ोसियों को भी तंग किया है। डर के मारे किसी ने उसके ख़िलाफ़ कार्यवाही नहीं की है। उसने मेरे कुत्ते को मार कर उसकी लोथ छिपा दी है। वह मकान छोड़कर भाग गया। मैं यहाँ पाँच साल से रह रहा हूँ। आज तक किसी ने ऐसा नहीं किया है। उसने शर्म और शराफ़त को कुचल डाला है। मुझसे उसकी दुष्टता नहीं सही जाती। मुझे इतनी चिन्ता है कि मैंने कल से खाना नहीं खाया है। आगे की तकलीफों से बचने के लिये मैंने पुलिस सुपरिनटेंडेंट को ख़ुफ़िया तौर से उसका पता लगाने को लिख दिया है। अभी तक उसका पता नहीं लगा है।

महेश—मैं भी इस मुहल्ले में दो साल तक रहा। कुत्ते को उसने बाग़ के कुएँ में फेंक दिया है। उसकी लोथ पानी में उतरा रही है।

भारत—आप ठीक कहते हैं। मैंने कुएँ का पानी सूँघा है जिससे आपके कहने में सचाई मालूम होती है। आपको ऐसे बदमाश से कभी पाला पड़ा है?

EXERCISE 5

[Vide its exposition in Part A]

The Past Perfect and the Seqence of Tenses

बिच्छू का काटना

मैं सोया ही था कि किसी ने दरवाज़ा खटखटाया। मैंने दरवाज़ा खोला तो देखा मोहन खड़ा है। वह बिल्कुल भीग गया था। पूछने पर मालूम हुआ कि उसके बेटे को बिच्छू ने डंक मार दिया है। मैं उसके साथ हो लिया। रास्ते में नदी घोर वर्षा के कारण बढ़ गई थी। दलदल में चलने से मेरे जूते ख़राब हो गये थे। मैंने जूते उतार कर हाथों में ले लिये।

मोहन का भाई सोहन उसकी तलाश में निकला था। उसके हम लोगों के पास पहुँचने के पहले हम नदी पार कर चुके थे। नदी के किनारे घास लग आई थी। इतने में एक साँप मेरे पास रेंगा ही था कि मैंने उसका काम तमाम कर दिया।

मोहन के घर पहुँचने पर हमने देखा कि बहुत से जादूगर इकट्ठे हैं। उसका बेटा मंत्रों द्वारा अच्छा कर दिया गया था।

EXERCISE 6

[Vide its exposition in Part A]

The Future Perfect

देर का फल

आपके उठने के पहले सूरज निकल चुकेगा। यह कोई अच्छी बात नहीं है। सब लोग अपना काम कर चुकेंगे तब आप काम करने लगेंगे। घंटी बज चुकेगी और मास्टर साहब हाज़िरी ले चुकेंगे तब आप स्कूल पहुँचेंगे। जब गाड़ी छूट चुकेगी तब आप स्टेशन पहुँचेंगे। जब आपकी माता खाना पका

चुकेगी तब आप ठंडा खाना खायेंगे। इस तरह आप अपनी आदतें और तन्दुरुस्ती बिगाड़ लेंगे और आप जीवन में सफल न हो सकेंगे। अपने को सुधारिये, नहीं तो आप पछतायेंगे। हर काम को ठीक समय पर कीजिये। जब लोहा गर्म हो, उसी समय उसे पीटिये।

(Strike while the iron is hot)

EXERCISE 7

[Vide its exposition in Part A]

The Present Imperfect

गंगास्नान के पूर्व की संध्या

गंगाजी बड़ी शान्ति से पूर्व की तरफ़ बह रही हैं। चाँद आकाश में चमक रहा है। उसकी निर्मल चाँदनी में सब चीज़ें साफ़ दिखाई दे रही हैं।

कल मेला होने वाला है। लोग बड़ी चाह से मेले की तैयारियाँ कर रहे हैं। खिलौने, मिठाई और पान की दूकानें सजाई जा रही हैं। दूकानदार मेले की बिक्री का अंदाज़ा लगा रहे हैं।

यात्रियों के झुंड के झुंड बैलगाड़ी, मोटर और रेल से चले आ रहे हैं। स्त्रियों की टोलियाँ सुरीली आवाज़ से गाती हुई सड़क पर चली जा रही हैं। लोग अपने दोस्तों और रिश्तेदारों का इंतिज़ार कर रहे हैं। साधू कतार लगाये सड़कों के किनारे बैठे हैं। सफाई के दारोग़ा मेहतरों को सड़कें साफ़ करने का हुक्म दे रहे हैं। कूड़ा फेंकने के लिये गड्ढे खोदे जा रहे हैं। धर्मशालाओं की सफ़ाई और पुताई की जा रही है।

नावों का बेड़ा गङ्गाजी की सतह पर उतर रहा है। तैराक कल की होड़ के लिये अभ्यास कर रहे हैं। वे चढ़ाव काट रहे हैं।

गङ्गापुत्र और उनके नौकर यात्रियों को अपने-अपने घाट पर स्नान कराने के लिये जा रहे हैं। गिरहकट, चोर और गुंडे अपने-अपने दाँव तक रहे हैं। लारियाँ, बैलगाड़ियाँ और ठेले पंक्तियों में खड़े हैं।

क्या आप मेला देखने न चलेंगे? कैसा अच्छा मेला होगा!

N.B.—Include the description in an essay on 'A fair'. Use the past tense.

EXERCISE 8

[Vide its Exposition in Part A]

The Past Imperfect

स्वागत

प्रकाश—आपके भाई का यश उनकी देशभक्ति के कारण देश भर में फैल रहा है। आपके भाई से मिलने के लिये स्टेशन पर कौन-कौन से बड़े लोग इंतिज़ार कर रहे थे?

कामता—शहर के सब मशहूर आदमी गाड़ी का इंतिज़ार कर रहे थे। फूल और गजरे ख़ूब बेचे जा रहे थे। गाड़ी के आते ही लोग ख़ुशी से उछल रहे थे। वे एक-एक करके उनके गजरे डालते और उन्हें छाती से लगाते थे। जय-जय के नारों से स्टेशन की इमारत गूँज रही थी। स्कॉउट बड़ी मुस्तैदी से ड्यूटी कर रहे थे। उनके बाहर निकलते ही फूलों की ख़ूब वर्षा होने लगी। दर्शक सड़क के दोनों तरफ़ खड़े थे और स्त्रियाँ छज्जों पर बैठी जुलूस का आनंद लूट रही थीं। जुलूस के आगे-आगे भजन मंडली जोशीले देश-प्रेम के गीत गा रही थी। भीड़ के कारण जुलूस धीरे-धीरे आगे बढ़ रहा था। उसने मील भर का रास्ता दो घंटे में तै किया।

शाम को जिस समय भाई साहब बोल रहे थे, श्रोता मंत्रमुग्ध होकर उनका भाषण सुन रहे थे। सभा मण्डप में तिल धरने को जगह

न थी। लाउड-स्पीकरों का अच्छा इन्तिज़ाम था जिनकी वजह से लोग आस पास की सड़कों और इमारतों में इत्मीनान के साथ उनके भाषण का आनंद लूट रहे थे। क़रीब बीस हज़ार आदमियों की भीड़ होने पर भी पूरी तौर से ख़ामोशी छा रही थी।

प्रकाश—मुझे बड़ा शोक है कि मैं उस सुअवसर पर आपके साथ न जा सका, जब लखनऊ शहर में ऐसी ख़ुशियाँ मनाई जा रही थीं।

N.B.—Include the above description in the past tense in an essay, 'A public procession.'

EXERCISE 9

[Vide its exposition in Part A]

The Future Imperfect

नौकर और मालिक की बातचीत

नौकर—मालिक! अब मैं बूढ़ा हो गया हूँ। मुझमें पहले की तरह पौरुष नहीं है। कब तक मैं आपका काम करता रहूँगा?

मालिक—मैं तुमसे बहुत दिन तक काम न लेता रहूँगा। मैं जल्दी ही तुम्हें पेंशन देने वाला हूँ।

नौकर—मैं आपके यहाँ से छुट्टी पाकर शेष जीवन ईश्वर की सेवा में बिताता रहूँगा।

मालिक—बहुत ठीक, मैं भी पेंशन के अलावा तुम्हें कुछ और सहारा देता रहूँगा। यह तो बताओ तुम्हारे परिवार का कौन पालन-पोषण करता रहेगा।

नौकर—धन्यवाद, आप निश्चिंत रहें। मेरा बड़ा लड़का सयाना हो गया है। वह अपनी माँ और भाई बहिनों की देखभाल करता रहेगा। मुझे विश्वास है वह अपने वचन का पालन करता रहेगा और उसकी तरक़्क़ी होती रहेगी।

मालिक—तुम बड़े भाग्यशाली हो जिसके ऐसा पुत्ररत्न है।

नौकर—यह आप लोगों के आशीर्वाद का फल है। आपकी नीयत अच्छी है। आप फलते-फूलते रहेंगे और मैं भी निर्विघ्न जीवन बिताता रहूँगा।

EXERCISE 10

[Vide its exposition in Part A]

The Present Perfect Continuous

अफ़सरी बातें

एडवर्ड—आपका पीटर से क्या झगड़ा है?

विलियम—वह मेरे यहाँ तीन साल से काम करता है। मैं उसकी दिलो-जान से मदद करता रहा हूँ, पर वह सदा मुझसे नफ़रत करता रहा है। मेरे मातहत भी उसके साथ अच्छा बर्ताव करते रहे हैं। हम लोग देखते हैं कि वह रोज़ नये-नये रंग लाता जा रहा है। वह हरएक को तंग करता है। मेरी बीबी को एक महीने से बुख़ार आ रहा है तिस पर भी मैं रोज़ दफ़्तर जाता हूँ। वह आये दिन कोई न कोई बहाना करके छुट्टी लिया करता है। लोग उसके ख़िलाफ़ शिकायत करते रहे हैं। मैं मौक़ा महल देखकर कार्यवाही करता रहा हूँ।

एडवर्ड—आख़िर कोई ख़ास सबब होगा।

विलियम—उसकी वजह से दफ़्तर में नये-नये वाक़यात होते जा रहे हैं। कभी किसी से मारपीट हो गई और कभी किसी से झगड़ा। अफ़सर की हैसियत से मैं यह नहीं सह सकता। मैंने आगे की तकलीफ़ों को रोकने के लिये उसे नोटिस दे दिया है।

EXERCISE 11

(Vide its exposition in Part A)

The Past Perfect Continuous

सभा का दृश्य

सभा होने के पूर्व नेता एक-एक करके आते रहे। उनके साथ-साथ लोग लगातार पंडाल में घुसते रहे। वे रोके जाने से पहले आगे बैठने की कोशिश करते रहे। स्वयंसेवक आगंतुकों को बराबर बैठाते जा रहे थे जब कि एकाएक उन्हें एक पंक्ति में खड़े होने की आज्ञा दी गई। पुलिस के हस्तक्षेप करने के पहले फेरीवाले निश्चिंत होकर सौदा बेचते रहे। करतल-ध्वनि और साधुवाद के शब्दों से बीच-बीच में शान्ति भंग हो जाती थी। सभा विसर्जित होने तक मोटरें आती जाती रहीं और बहुत-सी पंडाल के चारों तरफ़ खड़ी रहीं।

EXERCISE 12

(Vide its exposition in Part A)

The Passive Voice (Present Tense)

हमारा कॉलेज

हमारा कॉलेज प्रांत के प्रसिद्ध कॉलेजों में से है। यह एक साधारण हाई स्कूल से प्रथम श्रेणी का इंटरमीडिएट कॉलेज बनाया गया है। अब इसे आदर्श संस्था बनाने का प्रयत्न किया जा रहा है। इसका सम्बन्ध बोर्ड ऑॉव हाई स्कूल और इंटरमीडियेट एडूकेशन, यू० पी० से है। इसमें अनिवार्य विषयों के अतिरिक्त प्रायः सब वैकल्पिक विषय पढ़ाये जाते हैं ! यह बड़ी शीघ्रता से उन्नति कर रहा है। इसका परीक्षा फल भी बहुत अच्छा होता है। ग़रीब और योग्य छात्रों की फ़ीस माफ़ कर दी जाती है। उन्हें पुस्तकें भी मुफ़्त दी जाती हैं। किसी-किसी विद्यार्थी से छात्रावास (hostel) की फीस नहीं ली जाती है। इस वर्ष पहले की अपेक्षा (unlike) बहुत-से ग़रीब छात्र

भर्ती किये गये हैं। आजकल छात्रों के स्वास्थ्य पर विशेष ध्यान दिया जा रहा है। खेल और क़वायद में दिलचस्पी ली जा रही है। हर्ष की बात है कि हमारे कॉलेज के अनेक उत्तीर्ण छात्र उत्तरदायित्वपूर्ण पदों पर नियुक्त किये गये हैं।

N. B.—Write a paragraph describing the special features of your school or college.

EXERCISE 13

(Vide its exposition in Part A)

The Passive Voice (Past Tense)

मुग़ल साम्राज्य का पतन

औरंगज़ेब की मृत्यु के पश्चात् देश छोटी-छोटी रियासतों में विभक्त हो गया था। मुग़ल साम्राज्य एक छोटी सी रियासत में परिणत हो गया था। सम्राट् महत्वाकांक्षी अमीरों के हाथ की कठपुतली बन गया था। प्रान्तीय शासक सब तरह से स्वतंत्र हो गये थे। राजपूताने में राजपूत, पंजाब में सिक्ख और दक्षिण में मरहठे प्रबल थे। ऐसा दिखाई देता था कि हिंदू साम्राज्य फिर से स्थापित किया जायगा। बंगाल, अवध, हैदराबाद और करनाटक (the Carnatic) में मुसलमानी रियासतें थीं, पर वे समय-समय पर मरहठों द्वारा लूटी खसोटी जाती थीं। औरंगज़ेब के शासनकाल में गोलकुंडा और बीजापुर की शिया रियासतों का अन्त किया जा चुका था। इसलिये मरहठे और भी सबल हो गये थे। उनकी सत्ता कावेरी से जमुना के किनारे तक फैल गई थी। जान व माल ख़तरे में थे। दिन दहाड़े लूटमार की जा रही थी। फ़सलें जलाई और गाँव बरबाद किये जा रहे थे। बेचारे किसान पशुओं की तरह खदेड़े जा रहे थे। देश का भीतरी व्यापार बंद किया जा चुका था। सड़कें सुरक्षित न थीं। वे चोर और डाकुओं से भरी थीं। मुसाफ़िरों और व्यापारियों के क़ाफ़िले भी लूटे जा रहे थे। क्लाइव और डुपले सरीखे योरोपीय वीरों ने यह मौक़ा हाथ से न जाने दिया। उनकी कूटनीति

सफल हुई। यहीं से अंगरेज़ी साम्राज्य की नींव पड़ी। हिन्दुस्तानी उद्योग-धंधे नष्ट किये गये और मैनचेस्टर और लंकाशायर में विशालकाय कारख़ाने खोले गये।

EXERCISE 14

(Vide its exposition in Part A)

(The Passive Voice (Future Tense)

हमारे कॉलेज की सिलवर जुबली

हमारे कॉलेज की सिलवर जुबली होगी। बड़ी-बड़ी तैयारियाँ की जा रही हैं। चंदा इकट्ठा किया जा रहा है। सूबे के प्रसिद्ध विद्वान् और नेता बुलाये जा रहे हैं। कवि-सम्मेलन का भी प्रबन्ध किया जा रहा, है। रात को शिक्षाप्रद ड्रामा भी खेला जायगा। खेल और तमाशे भी होंगे। सर्वश्रेष्ठ विद्यार्थियों और खिलाड़ियों को इनाम दिये जायेंगे। चपरासियों को वर्दी दी जायेंगी। सब लड़कों को मिठाइयाँ दी जायेंगी। कालेज का हाल उक्तियों और बड़े-बड़े कवियों और लेखकों के चित्रों से सजाया जायेगा। एक प्रदर्शिनी भी होगी। प्रत्येक विषय का एक अलग विभाग होगा जो उस विषय के अध्यक्ष के निरीक्षण में रक्खा जायेगा। उसके सहकारियों को उसके आदेशानुसार काम करने की आज्ञा दी जायेगी। प्रदर्शिनी के प्रत्येक विभाग में स्वयंसेवक उसकी देख-भाल के लिये नियुक्त किये जायेंगे। दर्शक एक द्वार से भीतर लाये जायेंगे और दूसरे से बाहर पहुँचाये जायेंगे। कला-कौशल और विज्ञान के विभाग देखने योग्य होंगे। ईश्वर से हमारी यही प्रार्थना है कि हमारी इच्छा पूर्ण हो और जुबली सफल हो। हमें आशा है जुबली होने के पूर्व बहुत कुछ किया जा चुकेगा।

N. B.—Describe any important function of your institution.

EXERCISE 15

(Vide its exposition in Part A)

Use of May, can, ought, should etc.

इस संकट काल में हमारे कर्त्तव्य

कोई नहीं कह सकता कि भारत का क्या भविष्य होगा ? राजनीतिक वायुमंडल विद्युतपूर्ण है। शीघ्र ही आँधी आनेवाली है। हम अपनी जान व माल बचाने की भरसक कोशिश करेंगे। सरकार इस काम में ज़रूर हमारी मदद करेगी। इतिहास दोहराया करता है। सन् १८५७ के ग़दर में उत्तरी भारत में इतनी गड़बड़ मच गई थी कि लोग घरबार छोड़कर जंगल-जंगल मारे-मारे फिरा किये। संभव है इस बार फिर ऐसा हो।

यदि बम वर्षा हुई तो अपने राम तो कहीं भागेंगे नहीं वरन् पीड़ितों की सहायता करेंगे। हमें हवाई हमलों से रक्षा करने के लिये पहले से सावधान होना चाहिए। ऐसा न हो कि हम उसके शिकार बन जायें। वास्तव में हम इतने कमज़ोर हो गये हैं कि हम ख़ुद कुछ कर नहीं सकते! इसलिये हमें सरकार की आज्ञा का पालन करना उचित है। हम भारी से भारी हानि भले ही सह लें, पर ब्रिटिश सरकार को नहीं त्यागेंगे।

गुंडे राजनीतिक अशांति की इसलिये प्रतीक्षा कर रहे हैं कि वे धनिकों को लूटें। संभव है कि वे कुछ काल तक सफलीभूत हों, पर अंत में उन्हें मुँह की खानी पड़ेगी। ईश्वर करे इस संसारव्यापी युद्ध में हमारी सरकार की विजय हो।

भारतमाता, आप इस समय बड़े संकट में हैं—एक ओर अकाल है और दूसरी ओर युद्ध के बादल मँडरा रहे हैं! क्या हम इस समय आपकी सेवा करें ? हमें विश्वास है कि आप हमें क्षमा करके सुबुद्धि प्रदान कर सकती हैं। आगामी युद्ध के लिये हम सबको कटिबद्ध हो जाना चाहिए। जो इससे किनारा खींचेगा, वह अवश्य राजद्रोही और देशद्रोही होगा। इस समय हर

हिंदू, मुसलमान और ईसाई को बिना द्वेष के सरकार और देश रक्षा के लिये जी जान से जुट जाना चाहिए। हम अपने कर्त्तव्य पर डटे रहेंगे।

इङ्गलैंड को भी भारत को उत्तरदायित्वपूर्ण शासन प्रदान कर देना चाहिए। भाइयो! इस समय वैर भाव अवश्य भूल जाइये। यदि हम सब एकता से काम करेंगे तो दुश्मन को हिंदू की ज़मीन पर क़दम रखने की हिम्मत न हो सकेगी। हमें शत्रु के प्रचार की ओर ध्यान देने की ज़रूरत नहीं है। हमें एक दिन मरना तो है ही। यश प्राप्त कर क्यों न मरें!

EXERCISE 16

(Vide its exposition in Part A)

The Gender and the Number

शाही शिकार

I

सम्राट् जॉर्ज और सम्राज्ञी मेरी ने भारत में पदार्पण किया। उनके साथ राज-वंश के अनेक कुमार और कुमारियाँ तथा लॉर्ड और लेडियाँ थीं। शाही जुलूस में हिन्दुस्तान के राजा, नवाब और बहुत से देशों के लोग शामिल थे। सम्राट् एवं अन्य पाहुनों को शानदार दावत दी गई जिसमें तरह-तरह की तरकारियाँ, मिठाइयाँ, गोश्त, मछलियाँ और फल थे। सम्राट् ने प्रजा की राजभक्ति के लिये अनेक धन्यवाद दिये। दरबार के दिन मज़दूरों को दूनी मज़दूरी और फ़क़ीरों को ख़ैरात दी गई। यह दिन दिल्ली के इतिहास में अनोखा था। इसकी तारीफ़ में कवियों ने कविताओं के पुल बाँध दिये हैं।

तराई के जंगलों में शाही शिकार के लिये ख़ास इन्तिज़ाम किया गया। बहुत से ख़ूँख़ार जानवर एक जगह खदेड़ कर रक्खे गये। शिकारी अच्छे नस्ल के घोड़ों पर सवार थे। वे शिकारी कोट, पतलून, बिरजिस और लम्बे जूते

पहने हुए थे। गायें, भैंसें, भेड़ें और हिरन जगह-जगह चर रहे थे। घोड़ियों के पास बछेड़े बछेड़ियाँ खड़े भले मालूम होते थे।

II

इतने में शिकारी लोग कुत्तों के झुंड के साथ जंगल में पहुँच गये। एक मोरनी दिखाई दी। किसी ने उसे गोली से मार दिया। पास ही एक माँद थी। एक घुड़सवार ने उस तरफ़ निशाना लगाया। ख़ून से सनी हुई एक मादीन भेड़िया बाहर निकली और वहीं ढेर हो गई। शिकारियों ने कई कोड़ी सूअर और सूअरियाँ मार गिराईं।

अब शेर के शिकार की बारी आई। चुने हुए शिकारी हाथियों पर सवार हो गये। बाक़ी ख़ेमों में ठहर गये। दो दर्जन बाघ मारे गये। एक बाघिनी का मारना मुश्किल था। अंत में वह सम्राट् की बंदूक का निशाना बनी।

जंगल में मङ्गल था। रात को अँग्रेज़ी नाटक खेला गया जिसमें प्रसिद्ध नर्तकों, गवैयों, अभिनायकों और नायिकाओं ने भाग लिया। जादूगरनी, गड़रियन और भिखारिणी ने अच्छा अभिनय किया।

N. B.—Write an account of 'A hunting expedition.'

EXERCISE 17

(Vide its exposition in Part A)

The Pronoun

यात्रा

बरसात का मौसम था। पानी बरस रहा था। कोई आठ बजा था। अँधेरी रात थी। मैंने दरवाज़ा खटखटाया।

मोती ने कहा, "कौन ?"

"मैं हूँ।"

मोती ने मेरी आवाज़ पहिचान कर दरवाज़ा खोल दिया। मैंने और

उसने भोजन किया। पौने दस बजे तक हम लोग बातचीत करते रहे। गाड़ी सवा दस बजे छूटती थी। मैं चलने लगा। मोती ने कहा, "टॉर्च लेते जाइये, अँधेरे में चलना मुश्किल है।"

"कोई ज़रूरत नहीं। एक भी बादल आकाश में नहीं है। चाँद निकल आया है। उसकी रोशनी ने अँधेरा दूर कर दिया है।"

मैं स्टेशन पहुँचा। गाड़ी छूटने वाली थी। वह खचाखच भरी थी। ज़रा सी भी जगह न थी। जैसे-तैसे मैं सवार हो गया। इतने में वह चल दी और पूरी रफ़्तार से दौड़ने लगी। डिब्बे में मैंने 'ब्रिटानियाँ' जहाज़ की तस्वीर देखी। उसके मुसाफ़िर बंदरगाह पर उतर रहे थे। मेरी निगाह दोस्तों में से एक पर पड़ी जो 'हे परमात्मन्! तू सर्वव्यापक है, तू सर्वशक्तिमान् है' आदि शब्द कहते हुए प्रार्थना कर रहा था। प्रार्थना समाप्त कर चुकने पर मैंने कृष्ण से पूछा, "किसके साथ जा रहे हैं।"

"पिताजी के साथ।"

II

"आपके पिता जी कौन से सज्जन हैं?"

"वे वही महाशय हैं जो सामने के बेंच पर बैठे अख़बार पढ़ रहे हैं।"

"पिताजी क्या काम करते हैं?"

"वे अध्यापक हैं।"

"आपके मुख से उनके बारे में कुछ सुनना चाहता हूँ।"

"पिताजी बात के धनी हैं। वे जो कुछ कहते हैं, वही करते हैं। वे सबसे प्रेम करते हैं। जो लड़का झूठ बोलता है, उसे सज़ा देते हैं। उन्हें सफ़ाई बहुत पसंद है। वे कहा करते हैं 'प्रत्येक वस्तु जो चमकती है, सोना नहीं होती।' हर किसी को अपने चालचलन और तंदुरुस्ती की रक्षा करनी चाहिए।"

तब तो आपके पिता उन सर्वश्रेष्ठ पुरुषों में से हैं जो समाज की शोभा बढ़ा रहे हैं। क्यों नहीं? आप ही के तो पिता हैं। चापलूसी न समझियेगा। मैंने आप जैसा भला लड़का कभी नहीं देखा। कल आप दोनों मेरे यहाँ

भोजन कीजिए। गाड़ी रुकनेवाली है। यह असबाब मेरा है। आपका कहाँ है।"

इस तरह बातचीत करते यात्रा समाप्त हो गई। मैंने और कृष्ण ने कुली नहीं किये। हम ख़ुद असबाब ले चले।

EXERCISE 18

(Vide its exposition in Part A)

इंनफ़्लूएँज़ा की बीमारी

I

योरप की बड़ी लड़ाई के बाद इनफ़्लूएँज़ा नाम की बीमारी तमाम दुनिया में फैल गई। कोई भी मुल्क इससे बरी न था। लोग इस दैवी कोप से भी न डरे। वे एक दूसरे से बैर करते रहे। सुलह होने पर भी फ्रांस और जर्मनी आपस में प्रेम न करते थे। एक मुल्क दूसरे से बढ़ जाना चाहता था। इङ्गलैंड की माली हालत और योरोपीय मुल्कों से अच्छी थी। अगर वह चाहता तो रोगग्रस्त देशों की मदद कर सकता था। उसे तो अपनी हानि पूरी करने की बहुत चिन्ता थी। वहाँ भी सैकड़ों आदमी इस बीमारी से मर गये मगर यह प्राणघातक रोग बहुत जल्द वश में कर लिया गया। अमेरिका में यह रोग बहुत कम फैला। कारण, वहाँ का स्वास्थ्य-विभाग सब देशों से बढ़ कर था।

II

यह तो रहा दुनिया का हाल। अब हिन्दुस्तान की हालत सुनिये। सारा भारत इस बीमारी का शिकार हो गया। क़रीब-क़रीब सब सूबों और ज़िलों में यह जङ्गल की आग की तरह फैल गई।

देहात की दशा शहरों से बहुत बुरी थी। किसी-किसी गाँव की दशा बिलकुल बिगड़ गई थी। इस साल पानी भी कम बरसा। इसलिये बीमारी ने और भी जोर पकड़ा। जाड़ा शुरू हो गया। बेचारे देहातियों के पास न तन ढकने को कपड़ा, न पेट भरने को खाना और न दवा मोल लेने को दाम थे। कहीं-कहीं बीमार की ज़रा भी परवाह न की जाती थी, मानो उसका कोई मित्र नहीं।

III

लाखों रोगी मौत के घाट उतर गये। थोड़े बहुत जो बचे वे इतने कमज़ोर हो गये थे कि उनमें महीनों तक काम करने की ताक़त न थी। किसी का सबसे बड़ा लड़का मर गया तो किसी का सबसे छोटा। किसी के सब लड़के-लड़लियाँ मर गये। कोई राँड हो गई तो कोई रँडुआ। किसी के पूरे ख़ानदान का सफ़ाया था। नये-से-नये और पुराने से पुराने गाँव बीमारी के झपेटे में आ गये। किसी-किसी गाँव में कोई घर अछूता न बचा।

कुछ स्वयं सेवकों ने बड़ी मुस्तैदी से काम किया। उन्होंने बहुतों की जान बचाई। पर बेचारे कर ही क्या सकते थे? एक तो उनके पास बहुत थोड़ा समान था, दूसरे उन्हें रोगियों की तीमारदारी करने का कुछ ज्ञान न था और तीसरे शहरों से जो थोड़ा-सा रुपया उन्हें मिलता था, वह काफ़ी न था। दूध का बिलकुल अभाव था। वह खाने पीने की सब चीज़ों से महँगा था।

Write an essay on the spread of an epidemic in your town.

EXERCISE 19

(Vide its exposition in Part A)

The Indefinite Article

दयालुता

एक दिन मैं स्कूल जा रहा था। रास्ते में मैंने देखा कि भद्दी पोशाक पहने एक मदारी किसी योरोपियन के बँगले के सामने बैठा है। उसके पास

एक बंदर और बकरा था। बंदर बकरे पर सवार होकर बाँसुरी बजाने लगा। बाँसुरी की सुरीली तान सुनकर बहुत से राहगीर इकट्ठे हो गये।

दर्शकों में एक अंडेवाला लाल टोपी पहने और अंडों की टोकरी हाथ में लिये खड़ा था। बंदर शैतान होता ही है। फिर मदारी का बंदर! उसने अंडेवाले की टोपी उतार कर पहन ली और टोकरी छीन कर फेंक दी। सब अंडे तितर-बितर हो गये और टूट गये। बेचारा हक्का-बक्का हो गया। कर ही क्या सकता था? लोग ठट्ठा मार कर हँसने और तानाजनी करने लगे। क़रीब एक घंटे तक बड़ा हंगामा मचता रहा।

सड़क के दूसरी तरफ़ एक होटल था। उसका मैनेजर एक अंग्रेज़ था। वह शोर गुल सुनकर बाहर निकल आया और भीड़ को चीरता हुआ उस आदमी के पास पहुँचा। बोला, "बड़े शर्म की बात है कि आप लोग इस ग़रीब आदमी को बना रहे हैं। यह ईमानदार और सीधा आदमी है।"

इसके बाद उसने देखनेवालों से उस ग़रीब का नुक़सान पूरा करने के लिए चंदा इकट्ठा करने की प्रार्थना की। और उसने ख़ुद मदारी और अंडेवाले को चार-चार आने दिये।

अंडेवाले ने धन्यवाद देते हुए कहा, 'ऐसा मालूम होता है कि कोई बुद्ध अहिंसा का उपदेश देने आया है। ईश्वर आपका भला करे!'

मैनेजर को ज़रूरी काम था। इसलिए वह अधिक न ठहर सका। लोगों ने उसके आदेशानुसार उस आदमी को एक-एक इकन्नी दी।

N. B—Write an essy on an Indian Juggler.

EXERCISE 20

(Vide its exposition in Part A)

The Definite Article

गङ्गा नदी

I

गङ्गा संसार की बहुत बड़ी नदियों में से है। विद्वानों ने प्रमाणित कर दिया है कि इसके जल में जो गुण पाये जाते हैं, वे शायद ही जल में पाये जाते हैं। वैद्यों की राय है कि मनुष्य नित्य गंगा-स्नान करने से दीर्घायु हो सकता है। कारण, इसके जल में लोहा, ताँबा, सोना, चाँदी आदि धातुओं के परमाणु और जड़ी-बूटियों के रस मिले हैं।

यह हिमालय पहाड़ से निकलती है। उद्गम-स्थान में इसकी धारा बहुत पतली है। ज्यों-ज्यों नदी आगे बढ़ती जाती है त्यों-त्यों इसमें बहुत सी धारायें मिलती जाती हैं, यहाँ तक कि ऋषिकेष के समीप यह बहुत बड़ी नदी हो जाती है।

हरिद्वार में इस नदी से नहर निकाली गई है जो कुल दुआब को सींचती है। यह नहर सिवाय शारदा नहर के बाक़ी नहरों से बड़ी है और इसकी अनेक शाखायें हैं।

गंगा और उसकी सहायक नदियों के किनारे यू० पी०, बिहार और बंगाल के बड़े-बड़े नगर और तीर्थ स्थित हैं। गंगा का मैदान बड़ा ही उपजाऊ भाग है। इसीलिये इसकी आबादी घनी है। हिंदू इसे पवित्र नदी मानते हैं। वे इसमें सूर्य और चंद्र ग्रहण के समय हज़ारों की संख्या में स्नान करते हैं।

II

यदि कोई विदेशी हिंदुस्तान की पुरानी, बीच की और नई सभ्यता का अध्ययन करना चाहता है तो उसे गंगा और उसकी सहायक नदियों के किनारे सैर करनी चाहिए। दिल्ली का लाल क़िला व जामे मसजिद और आगरे का ताज देखने से बीच की सभ्यता आँखों के सामने नाचने लगती

है। बनारस पुरानी सभ्यता का चित्र खींचता है और कलकत्ते के बाज़ार, फ़ोर्टविलियम और विक्टोरिया मेमोरियल आज कल की सभ्यता की विजय घोषित करते हैं।

डेल्टा के पास गंगाजी की कई धारायें हो गई हैं जिनके बीच में सुन्दर बन हैं। यहाँ चीते, गैंड़े, मगर आदि जल और थल के भयंकर जंतु पाये जाते हैं। इस लम्बी यात्रा के बाद यह नदी बंगाल की खाड़ी में गिरती है।

पुराने समय में बड़े-बड़े लेखक और कवि इसके किनारे एकान्त में रहा करते थे। ऋषि बाल्मीकि ने इसी के समीप स्थित कुटी में रामायण की रचना की। भारतीय शैक्सपियर कालिदास ने इसी के किनारे अनेक ग्रन्थ रचे थे। इसी के तटस्थ नगरों में विद्यार्थियों ने गणित, विज्ञान तथा अन्य विषयों का अध्ययन किया और यहीं से संस्कृत का प्रचार हुआ। प्राचीन भारतीयों ने इस नदी से होकर मलया द्वीप-समूह तक यात्रा की और वहाँ अपनी संस्कृति फैलाई।

N. B.—Essay : An important Indian river and its course.

EXERCISE 21

(Vide its exposition in Part A)

The Adverb

रानी कैकेयी

I

कैकेय देश के राजा की पुत्री कैकेयी अपनी सुन्दरता के लिये दूर-दूर तक प्रसिद्ध थी। उसके गुणों से मुग्ध होकर राजा दशरथ ने उतरती अवस्था में उसके साथ विवाह किया। वह बड़ी वीर थी। इसलिये राजा बहुधा उससे युद्ध के बारे में सलाह लिया करते और समय-समय पर उसे युद्ध-क्षेत्र पर भी ले जाया करते थे। एक बार राजा उसे रथ पर बैठा कर दुश्मन का मुक़ाबिला करने निकले। लड़ाई शुरू हुए मुश्किल से एक घंटा बीता होगा कि एकाएक राजा के

रथ का धुरा टूट गया। राजा को इस बात का कुछ ज्ञान न था। कैकेयी लगातार कई घंटे तक मज़बूती से पहिये साधे रही। तीरों की इतनी तेज़ वर्षा हो रही थी कि वीर से वीर सिपाही का दिल दहल जाता था। अंत में बड़ी कठिनाई के बाद राजा की जीत हुई।

जब युद्ध समाप्त हुआ, राजा ने रानी से दो वर माँगने को कहा। रानी मुसकरा कर बोली "अजी कोई जल्दी नहीं माँग लूँगी।" राजा का कैकेई पर विश्वास दिन दूना रात चौगुना होता गया। उन्हें इस बात का पूरा भरोसा हो गया कि वह कभी मेरे, रास्ते में रोड़े न अटकायेगी। उन्होंने बिना उससे सलाह लिये राम का राजतिलक करना चाहा।

II

रात होते ही राजा ख़ुशी-ख़ुशी रनिवास को गये जहाँ उन्होंने कैकेयी को बहुत व्याकुल पाया। कैकेयी की यह दशा देखकर राजा अत्यन्त दुखी हुए। बोले, "तुम कैसी मूर्ख हो जो इस शुभ घड़ी पर रूठती हो। मुझ से क्या अपराध हुआ है ? क्या चाहती हो ?"

कैकेई ने कहा, "आपने मुझसे बिना पूछे राम के तिलक की क्यों तैयारियाँ की हैं ? ख़ैर जो कुछ हुआ सो हुआ। याद है आपने युद्ध-क्षेत्र में मुझे दो वर देने को कहा था ? अपनी प्रतिज्ञा पूरी कीजिए। बड़ी अनुचित बात है, आप अपनी बात भूल जाते हैं। एक तो राम को बन भेज दीजिये और दूसरे भरत का राजतिलक कीजिये। नहीं तो मैं यह संसार सदा के लिए त्याग दूँगी।"

राजा बड़े असमंजस में पड़े। उनकी दशा साँप छछूँदर की सी होगई। सटपटा कर वह आगे-पीछे टहलने लगे। उनके सारे शरीर से पसीना छूटने लगा। अंत में वे जी कड़ा करके बोले, "भाग्य से राम सुशील है। उसे राजसुख भोगने की ज़रा सी भी आकांक्षा नहीं है। वह बहुत नम्र है। उसने सदा अपने कर्तव्य का भली भाँति पालन किया है। तुमने भी उसकी अक्सर

तारीफ़ की है। आज उसने कौन-सा अपराध किया है ? राम के वियोग से मेरी शीघ्र ही मौत होगी। मेरा कलेजा बैठा जाता है।"

रानी ने तमक कर कहा "कुछ भी हो राम को बन भेजना होगा भरत को गद्दी पर बैठाना होगा।"

राम बन को गये और दशरथ की मृत्यु होगई।

Write a very brief account of Rama's life in the forest.

EXERCISE 21 (a)

(Vide its exposition in Part A)

The Preposition and Prepositional phrases

सामाजिक दोष

दशहरे की छुट्टियाँ पंद्रह अक्टूबर से होने वाली थीं। मैं तीन महीने से घर नहीं गया था। सवेरे से पानी बरस रहा था। धोबी कपड़े नहीं लाया था। इसलिये मैं घाट की तरफ़ चला। रास्ते में मैंने किसी चिड़ीमार को पेड़ पर बैठी चिड़िया को तीर से मारते देखा। चिड़िया पेड़ से गिर कर धरती पर लोटने लगी और दो मिनट में ठंडी हो गई। चार मिनट के भीतर ही वह दुष्ट वहाँ आ पहुँचा। अपनी इज़्ज़त जोखिम में डाल उसकी गर्दन पकड़ कर मैंने उसे छड़ी से पीटा। वह धाड़ मार कर रोने लगा। पर किसी ने उसकी कुछ न सुनी। अंत में वह पुलिस द्वारा पकड़ लिया गया।

एक घन्टे बाद मैं नदी पर पहुँचा। नदी मछलियों से भरी थी। उसके किनारे कुछ धोबी पीपल की छाया में बैठे थे। उनके पास भुनी मछलियों के अलावा शराब की बोतल रक्खी हुई थी। वे आपस में मछलियाँ और शराब बाँट-बाँट कर खा पी रहे थे। इत्तिफ़ाक़ से मेरी निगाह मोहन धोबी पर पड़ी जिसने हाल ही में एक विधवा से शादी की थी।

मैं उसके पास जाकर बोला, "मुबारक मोहन, तुम लोग इतनी मेहनत करने पर भी फटे हाल रहते हो। कारण, तुम अपनी बित्त से बाहर ख़र्च करते हो।"

दुर्गा, जो एक आँख से काना था और जो धोने में होशियार था, आपे से बाहर होकर बोला, "आप हमसे क्यों जलते हैं ? हम अपना धन फूँकते हैं आपका नहीं।"

इतने में एक बाबाजी कुटी के बाहर निकल आये। बोले, जा बच्चा, इनके मुँह मत लग। ये बड़े गंदे हैं। ये किसी बुराई से परहेज़ नहीं करते। यही कारण है कि ये फैलनेवाली बीमारियों से मक्खियों की तरह मरते हैं। मैं भी इनकी दशा सुधारने का इच्छुक हूँ, पर कर ही क्या सकता हूँ ? इस कलुए ने शराबख़ोरी में अपनी सारी जायदाद बेच डाली है।"

मैं बाबा जी के कहने पर होस्टेल लौट आया। बुध के दिन मैं मोटर से घर को रवाना हुआ, जो गोविंदपुर ज़िला उन्नाव में है।

N.B.—Essay : Social evils among certain castes.

EXERCISE 22 (b)

[Vide English Sentences Preparatory to Exercise 22 (b)]

The Preposition and Prepositional phrases.

ज़माने का रंग

दुनिया बदमाशी पर तुली हुई है। ख़ुदगर्ज़ी के आगे एक दूसरे की परवाह नहीं करता। इल्म को इतनी तरक़्क़ी होने पर भी अगर आप सौ वर्ष पहले की सोसाइटी से आजकल की सोसाइटी का मुक़ाबिला करें तो बिलाशक आपको बहुत बड़ा फ़र्क़ मिलेगा। लोग बदकारी में मुब्तिला हैं।

सौ में नव्वे आदमी रुतबा और दौलत मिलने की कोशिश करते हैं। सीधे-सादे की मट्टी पलीद है। वह हर मौक़े पर हँसा और बनाया जाता है यहाँ तक कि उसे पेट भर खाना मिलना भी दूभर हो जाता है। अगर कोई शख्स बेगुनाह लोगों को बुराई से रोकता है तो ऐबी लोग उसे दक़ियानूसी समझ-कर उसके खिलाफ़ बंदिश बाँधते हैं और उससे लड़ने का मौक़ा ढूँढ़ते हैं। दूसरों के मामले में दख़ल देना गोया लोगों का पेशा हो गया है। अगर कोई मुसीबत में पड़ जाता है तो उसके दोस्त-अहबाब उससे हमदर्दी नहीं करते, बल्कि उसकी तकलीफ़ बढ़ाने की कोशिश करते हैं। ख़ुशहाल बेटा ग़रीब बाप से अलग हो जाता है। ताक़तवर कमज़ोरों की मेहनत का फल लूटने की ताक में रहते हैं और उनके हक़ूक़ हड़प लेने में अपना पैदायशी हक़ समझते हैं। सरमायेदारों और मज़दूर-किसानों के झगड़े की यही जड़ है। बड़े अफ़सोस की बात है कि लोग बगुला भगतों के चक्कर में बार-बार आकर भी उनसे होशियार नहीं होते। शायद ही कोई ऐसा शख्स होगा जो किसी न किसी बहाने शेख़ी न बघारता हो। ज़्यादातर लोग दूसरों की शिकायत कर अपनी धाक बाँधते हैं। क़सूरवार की कलई खुल जाने पर न तो वह क़सूर क़बूल करता है और न उसके लिये माफ़ी माँगता है। छोटे बड़ों की राय से इत्तिफ़ाक़ नहीं करते और उनके बर्ताव पर उनसे नाराज़ हो जाते हैं। शागिर्द उस्तादों की नुक़्ताचीनी करते हैं। घूसख़ोरी का बाज़ार गर्म है। डॉक्टर मरीज़ों को अस्पताल में बिना कुछ लिए दाख़िल नहीं करते। पुलिस की धींगामस्ती का ठिकाना नहीं है। वह हमेशा गुनाह-गारों से पैसा ऐंठने की फ़िक्र में रहती है। यही सबब है कि दिन पर दिन चोरी, डाकेज़नी और नशेबाज़ी बढ़ती जाती है।

हे भगवन्! हम इन सब बुराइयों से ऊब गये हैं। हमें तेरे जलवे की याद आती है। हम उस दिन का इंतिज़ार करते हैं जब तू हमें गुनाहों से आज़ाद करके दुनिया में अमन क़ायम करेगा। अगर हम तेरी करतूतों पर एतराज़ करें तो तुझे सज़ा देने को अख़्तियार है।

EXERCISE 23

(Vide its exposition in Part A)

The Conjunction

कानपुर सेंट्रल

I

अगरचे कानपुर सेंट्रल एक बड़ा जंक्शन है तो भी शहर से सटा होने के सबब से इसका रक़बा बहुत बड़ा नहीं है। चूँकि यहाँ रात दिन गाड़ियाँ आया जाया करती हैं, इसलिये यहाँ बड़ी चहल-पहल रहती है। अगर आप थोड़ी देर पुल पर खड़े होकर देखें तो आपको पैसेंजर, एक्सप्रेस और डाक गाड़ियाँ ठहरती या छूटती नज़र आयेंगी। बड़े अचरज की बात तो यह है कि जैसे एक गाड़ी छूटी नहीं कि दूसरी आ धमकी।

न सिर्फ़ यह बड़ी लाइन का स्टेशन है, पर छोटी लाइन का भी। हर दिन यहाँ पाँच हज़ार से कम मुसाफ़िर नहीं आते। जब रेलगाड़ी आने को होती है, स्टेशन पर बड़ा शोर ग़ुल मचता है। गाड़ी आने के कुछ मिनट पहले घंटी बजती है जिससे लोग चौकन्ने हो जायें। जब तक गाड़ी ठहर नहीं जाती, स्टेशन मास्टर हाथ में हरी और लाल झंडियाँ लिये खड़ा रहता है। गाड़ी के ठहरते ही मुसाफिर एकदम उसकी ओर दौड़ते हैं, क्योंकि उन्हें इस बात का डर रहता है कि ऐसा न हो कि उन्हें जगह न मिले और वह छूट जाये।

II

जब गाड़ी छूटने को होती है, गार्ड हरी झंडी दिखाता हुआ सीटी बजाता है और लोग गाड़ी के पास से हटा दिये जाते हैं जिससे कोई गाड़ी के नीचे न आ जाये। गाड़ी के चले जाने पर वहाँ थोड़ी देर तक बिलकुल सन्नाटा छा जाता है, मानो वहाँ पर कोई है ही नहीं।

स्टेशन पर अक्सर मुख़्तलिफ़ बातें सुनाई देती हैं। कोई कहता है, "दौड़ो नहीं तो गाड़ी छूट जायगी।" दूसरा कहता है, "सम्भल कर चलो, ऐसा न

हो कि तुम गिर पड़ो।" तीसरा कहता है, "तुमने देर की, इसलिये गाड़ी छूट गई।"

व्यापार का केन्द्र और गङ्गा नदी के किनारे बसा होने के सबब से कानपुर के सूबे के हर हिस्से से मुसाफ़िर आते हैं। टिकट कलेक्टर मुसाफ़िरों की रहनुमाई करते हैं, तिस पर भी वे भटक कर ग़लत गाड़ी पर सवार हो जाते हैं। मुसाफ़िर कभी ग़लत गाड़ी पर न बैठे, सिर्फ़ वह इन बाबुओं से पूछ ले।

N.B.—Essay : A Railway Station.

EXERCISE 24

(Vide its exposition in Part A)

The Infinitive

गुस्ताख़ लड़का

मुन्ना नटखट लड़का है। उसे खेलना और लड़ना पसंद है। बदमाश लड़कों का साथ करना ही उसका काम है। वह स्कूल पढ़ने नहीं बल्कि अच्छे लड़कों को तंग करने आता है। वह नहीं सोचता कि लड़कपन पढ़ने का समय है। मैं उसे हमेशा बातें करता पाता हूँ। हमें उससे डरने की ज़रूरत नहीं। उसका दिल क़ुसूरवार है। वह बड़ा गुस्ताख़ है। एक दिन मास्टर साहब ने उसे सबक़ पढ़ने का हुक्म दिया, पर उसने न पढ़ा। इस पर उन्होंने उसे खड़ा कर दिया। फिर उसे एक लफ़्ज़ तक कहने की हिम्मत न हुई। दूसरे दिन मास्टर साहब ने उसे दर्जे में घुसने न दिया। हैडमास्टर साहब उससे तंग आ गये हैं। वह थोड़े अर्से में निकाला जानेवाला है। मैं मर भले ही जाऊँ, पर उसका साथ करना नहीं चाहता।

EXERCISE 25

(Vide its exposition in Part A)

The Gerund and the Verbal Noun

पुरानी सभ्यता

पुराने और बीच के ज़माने में हिन्दुस्तान के लोग तन्दुरुस्ती सनअत व इल्म अदब (कला व साहित्य) पर ख़ास ध्यान देते थे। वे लोग कुश्ती लड़ने, घूसेबाज़ी करने, तैरने, शिकार खेलने और मछली मारने में बहुत होशियार होते थे। इसी वजह से ज़िन्दगी के शुरू से आख़ीर तक उनके जिस्म की बनावट व तन्दुरुस्ती ठीक रहती थी।

औरतें भी आजकल की तरह घर में निठल्ली नहीं बैठी रहती थीं, बल्कि वे घर के काम-काज के अलावा सिलाई, कताई, बुनाई, रँगाई का काम किया करती थीं, जिससे न सिर्फ़ उनकी सेहत (स्वास्थ्य) व चाल-चलन ठीक रहता था, बल्कि उनकी माली हालत भी अच्छी होती थी। कहीं-कहीं औरतें तीरंदाज़ी में मर्दों से भी बढ़कर निकलती थीं।

कश्तीवानी और जहाज़रानी में भी हिन्दुस्तानी किसी मुल्क के लोगों से कम न थे। लोग आजकल के देखते ज़्यादा अमली थे। वे कोरी बातें ही नहीं किया करते थे। उनका ख़याल था कि बातों की बनिस्बत करना मुश्किल है। तालिबइल्मों का हाफ़ज़ा (स्मरण-शक्ति) निहायत ही अच्छा होता था। वे चाहे जिस वक़्त कहिये पढ़े हुए मज़मून को लफ़्ज़ ब लफ़्ज़ दोहरा सकते थे।

उस ज़माने में इल्म छपाई (Art of Printing) का नाम भी न था। किताबें हाथ से लिखी जाती थीं। उलमा (विद्वानों) के ख़ुशख़त (सुन्दर लिपि) व दुरुस्त हिज्जे क़ाबिल तारीफ़ होते थे। इसका सुबूत आपको अजायबघरों में रखी हुई किताबों से मिलेगा। आपको कहीं भी हिज्जे की ग़लती न मिलेगी।

तस्वीर-कशी के नमूने भी आपको इन्हीं अजायबघरों में मिलेंगे। उन्हें देखकर आप दंग हो जायेंगे। इस ज़माने और आजकल की तस्वीर-कशी का मुक़ाबिला करने पर बिला शक आप उसी को तरजीह देंगे (अधिक पसन्द करेंगे)।

EXERCISE 26

(Vide its exposition in Part A)

The Participle

आदमी और रीछ

एक दफ़ा वीरान जगह में सफ़र करते हुए एक आदमी ने बहुत से रीछों को बैठे देखा। रीछ उसे सिर से पैर तक देखकर आपस में कहने लगे, "इस जंगल में तो इन्सान का क़दम तक नहीं पड़ा है। यह यहाँ कहाँ से आया है ?"

एक रीछ ख़ुशी से उछल कर बोला, "शायद बढ़ी हुई नदी बहा कर इसे यहाँ लाई हो।" दूसरा बोला, "शायद यह जंगल के दूसरे जानवरों को जीतकर हम पर हुकूमत करने आया हो।" तीसरा बोला, "यक़ीनन् यह दुनिया से सताया हुआ यहाँ पनाह लेने आया है। बेचारा दुःख के मारा भौचक्का खड़ा है।"

एक बूढ़े रीछ ने कहा, "भाई आदमी ! तुम यहाँ क्यों आये हो ?"

बेचारा आदमी डबडबाई आँखों से बोला, "इस स्वार्थी दुनिया से ऊब कर मैंने घर-बार छोड़ दिया है। रिश्तेदार व दोस्तों का त्यागा हुआ मैं इस जङ्गल में अपनी क़िस्मत आज़माने आया हूँ। दूध का जला छाछ को फूँक-फूँक कर पीता है। इसलिये मुझ पस्त-हिम्मत को अपनी दुखान्त कहनी सुनाने का साहस नहीं होता, ऐसा न हो कि बात खुल जाय और मैं पकड़ा जाऊँ।" "बीती ताहि बिसार दे। आप यहाँ बेख़ौफ़ रहिये। हम लोग इन्सान की तरह दग़ाबाज़ नहीं हैं। हम यहाँ प्रेम-भाव फैलाने के लिये इकट्ठे हुए हैं।"

वह आदमी वहाँ सुख से रहने लगा।

EXERCISE 27

(Vide its exposition in Part A)

The Noun clause and the Sequence of Tenses

एक अपूर्ण कहानी

सवेरे का सुहावना समय था। सूरज निकल रहा था। हमने सोचा कि यह सैर करने का अच्छा मौक़ा है। हम बातें करते चले। हम गाँव के निकट जङ्गल में घुसे। हमने देखा कि हिरन कुलाँच भर रहे हैं और चिड़ियाँ चह-चहा रही हैं। थोड़ी दूर जाकर ऐसा मालूम हुआ कि कोई हमें बुला रहा है। हमने घूमकर देखा कि एक आदमी बन्दूक लिये हमारी तरफ़ लपका चला आता है और मारे डर के क़दम आगे न पड़ते थे। दिल बैठा जाता था। इतने में वह आदमी सामने आकर खड़ा हो गया। बोला, "मैं समझता हूँ आप क्यों भयभीत हैं। बताइये मैं आपके साथ कैसा बर्ताव करूँ। आप अनुमान कर सकते हैं कि मैं क्यों आपके पास आया हूँ।"

काटो तो ख़ून नहीं। मुँह से बोल न फूटा। हमें यक़ीन था कि मौत निकट है और जो कोई बोलेगा वही पहले मारा जायेगा।

हमारी यह दशा देकर वह बोला, "घबराइये नहीं। मालूम होता है आपने मेरे प्रश्नों के दूसरे अर्थ निकाले हैं। यह न समझिये कि मैं कोई डाकू हूँ। शीघ्र बताइये मैं आपकी क्या सेवा करूँ।"

"समझ में नहीं आता आपका क्या अभिप्राय है।"

"जो कुछ मैं कहता हूँ ध्यान से सुनिये। जंगल भयानक जन्तुओं और डाकुओं से भरा है। मेरा काम भटके हुओं को रास्ते पर लाना और ज़रूरत पड़ने पर उन्हें आश्रय देना है। जो दूसरों को ख़तरे से बचाता है, उसी की मुक्ति होती है।"

यह समझकर कि वह परोपकारी है हम उसके साथ हो लिये। इतने में आकाश में बदली छा गई। ऐसा प्रतीत होता था कि पानी बरसेगा। कठिनाई यह थी कि हमारे पास न तो छाते और न बरसातियाँ थीं। मूसलाधार पानी बरसने लगा। हम छायादार पेड़ के नीचे बैठ गये और आपस में कहने लगे, "यह बात कि इस बियाबान जङ्गल में हम मौत से बाल-बाल बच गये ईश्वर की कृपा का प्रमाण है। अब हमें आगे देखना है वह आगे क्या करता है।"

N. B.—Complete the story as you please.

EXERCISE 28

(Vide its exposition in Part A)

The Adjective Clause

फ़क़ीर और दो बच्चे

दो भाई खेलते-खेलते एक जङ्गल में पहुँचे जो शहर से चार मील की दूरी पर था। सूरज डूब रहा था। थोड़ी देर में अंधेरा छा गया।

छोटा भाई, जो भूखा, प्यासा और थका था, फूट-फूट कर रोने लगा। बड़े भाई ने छोटे को बहुत ढाढ़स दिया। बोला, "ईश्वर, जिसने हमें पैदा किया है, हमारी हिफ़ाज़त भी करेगा। वही सबको जिलाता और मारता है। यही सबब है कि लोग उसकी पूजा करते हैं। बेशक जंगल, जिसमें हम इस वक़्त हैं, भयानक जानवरों से भरा फिर भी हमें हिम्मत न हारनी चाहिए। मर्द वही है जो तकलीफ़ों की परवाह नहीं करता।"

एकाएक एक फ़क़ीर को देखकर बच्चे अचम्भे में आकर बोले, "आप कौन हैं जो इस डरावने जंगल में रहते हैं?"

फ़क़ीर ने जवाब दिया, "मेरी झोंपड़ी को चलो जहाँ तुम्हें सब तरह का आराम मिलेगा। मेरा फ़र्ज़ उन आदमियों की मदद करना है जिन्हें उसकी ज़रूरत है।"

लड़के फ़क़ीर के पीछे-पीछे हो लिये। उसने उन्हें जो कुछ आराम दे सका, दिया।

विदा होते समय फ़क़ीर ने कहा, "बच्चो! शायद तुम्हें याद न हो एक बार मैं तुम्हारे दरवाज़े गया था जहाँ मैं थोड़ी देर के लिये ठहर गया था। मैं वही फ़क़ीर हूँ जिसकी तुम्हारे बाप ने बेइज़्ज़ती की थी और दरवाज़े से भगा दिया था।"

लड़के बाप की करतूत पर बहुत लज्जित हुए और फ़क़ीर से माफ़ी माँगी।

EXERCISE 29

(Vide its exposition in Part A)

The Adverb Clause

अच्छे काम बेकार नहीं जाते

जगन बड़ा साहसी था। वह साधारण लड़कों से बुद्धिमान और फ़ुर्तीला था। जहाँ कहीं वह जाता वहाँ कुछ विशेषता कर दिखाता था। जब वह रेल की सड़क-सड़क घर लौट रहा था उसने देखा कि एक जगह पानी ने सड़क काट दी है। उसने सोचा कि ज्योंही यहाँ से गाड़ी गुज़रेगी, त्योंही वह खड्ड में गिर जायेगी। वह इसी उधेड़-बुन में था कि अब क्या करना चाहिए। गाड़ी आने के पहले स्टेशन मास्टर को इत्तिला दे देनी चाहिए जिसमें सैकड़ों आदमियों की जानें बच जायें। इतने में उसे एक आदमी नज़र आया। उसने उससे सब माजरा कह सुनाया। बोला, "जैसे मैं बताऊँ वैसे कीजिये। जब तक मैं न आऊँ, आप यहीं खड़े रहियेगा। अगर मेरे आने के पहले गाड़ी आ जाये तो आप उसे किसी तरह भी आगे न बढ़ने दीजियेगा। अगरचे मैं तरबतर हूँ तो भी मुझे अपनी परवाह नहीं है।"

वह ऐसी फ़ुर्ती से दौड़ा कि तेज़ से तेज़ घोड़ा उसका मुक़ाबिला नहीं कर सकता था। उसकी सब कोशिशें बेकार हो गईं, क्योंकि गाड़ी स्टेशन

से चल चुकी थी। जैसे ही उसने गाड़ी की घड़घड़ाहट सुनी, वह उसी जगह पर खड़ा हो गया। उसने मन में सोच रक्खा था कि जब तक मेरे शरीर में जान है, मैं गाड़ी आगे न बढ़ने दूँगा और आज मैं कुछ करके ही दिखलाऊँगा जिसमें मरने पर भी मेरा नाम बना रहे। उसने चिल्ला कर कहा, "रोको, रोको, ख़तरा है, ख़तरा है।"

ड्राइवर एक मील पर गाड़ी रोक सका।

N. B.—Write an essay on "A Railway Accident".

EXERCISE 30

(Vide Preparatory to Exercise 30 in Part A and relevant portions in Section III)

Words Commonly Mis-spelt

मेरी दिन-चर्या

मैं अपनी दिन-चर्या डायरी पर लिखा करता हूँ। मैंने सुविधा के अनुसार समय का विभाजन कर लिया है। मैं सबेरे चार बजे उठकर कमरे का फ़र्श साफ़ किया करता हूँ। स्नानादि से निवृत्त होकर सर्वशक्तिमान् ईश्वर की स्तुति में भजन करता हूँ। फिर व्यायाम मुँह से साँस न लेकर करता हूँ। जब तक मैं पसीने से नहा नहीं जाता, तब तक व्यायाम करता रहता हूँ। मैं पड़ोस के बंगले में ओस से तर घास पर सूर्योदय तक एक नाई के लड़के के साथ दौड़ा करता हूँ। हम दोनों डेरी को जाते हैं। हमें देखते ही ग्वाला दूध देनेवाले जानवरों को आटा मिला कर सानी देता है और गाय दुहने लगता है। मैं दूध से प्यास बुझाता हूँ। सारी थकावट दूर हो जाती है। जैसे ऊलेन मिल के घंटाघर में सात बजते हैं, मैं घर लौट आता हूँ और शांत स्थान में बैठकर अर्थमेटिक और जामेट्री का अभ्यास करता हूँ। फिर मैं पाठ्य-पुस्तक के कठिन गद्यांशों की व्याख्या लिखता हूँ। मेरी भतीजी जिसे माताजी बहुत चाहती हैं मेरे पास बैठकर पढ़ती है। नौ बजे हम दोनों

साथ-साथ खाना खाते हैं। ठीक साढ़े नौ बजे स्कूल की लारी दरवाज़े पर आकर खड़ी हो जाती है। वह उसमें बैठ कर कन्या-पाठशाला जाती है और मैं पैदल स्कूल जाता हूँ।

स्कूल का अहाता चहारदीवारी से घिरा हुआ है। मेरे दर्जे का कमरा ऊपर के खन में गॅलरी के सामने है। मेरी सीट बीच में है। मेरी कक्षा के अध्यापक बड़े परिश्रमी और सचेत कार्यकर्ता हैं। वैसे तो वे शारीरिक दंड के विरुद्ध हैं, किन्तु झूठे और पाखंडी को दृष्टांत-युक्त दण्ड देते हैं। उनका भाषण शिक्षाप्रद और सिधाई प्रशंसनीय है। वे अच्छे खिलाड़ी और निपुण अध्यापक हैं। सबके साथ उनका अकपट व्यवहार रहता है। वे बहुधा कहा करते हैं, "चोरी मत करो। अपने शरीर को फ़ौलाद की तरह बनाओ। माता-पिता की संपत्ति पर गर्व मत करो। लक्ष्मी कभी स्थायी नहीं रहती। कर्तव्य का ध्यान रखो। चरित्रहीन लड़कों का साथ मत करो। अपना समय मत खोओ। सिगरेट, बीड़ी तथा मादक पदार्थों का प्रयोग न करो।" अध्यापक महोदय के चरित्र से मैं बहुत प्रभावित हुआ हूँ। इसलिये मैंने यहाँ उसका उल्लेख किया है।

मेरा स्कूल ठीक चार बजे बन्द होता है। घर आकर मैं थोड़ी-सी मिठाई या फल खाता हूँ। फिर मैं खेल के मैदान को जाता हूँ, जहाँ मैं जब तक थक नहीं जाता टेनिस या वॉलीबॉल खेलता हूँ। खेलते समय हम लोग फूहड़ हँसी कभी नहीं करते। मैदान से गङ्गाजी दिखाई पड़ती हैं। संध्या के समय नदी का दृश्य बहुत भला मालूम होता है। गर्मी के दिनों में हम तैर कर नदी पार करते हैं और रेती पर अनेक खेल खेलते हैं। मैं खेल-समिति का मंत्री हूँ।

हेडमास्टर साहब की सिफ़ारिश से मुझे दो ट्यूशन मिल गये हैं। मेरे दो शिष्य हैं—एक वकील का लड़का है और दूसरा प्रिंसपल का। वकील साहब बड़े गर्म मिज़ाज के हैं। पर वे मेरे काम से संतुष्ट हैं। मैं अपनी गाढ़ की कमाई सिर्फ़ पढ़ने और खाने में ख़र्च करता हूँ, सिनेमा,

थियेटर देखने में नहीं। मैं रात को दस बजे थक कर सो जाता हूँ। यही मेरी दिनचर्या है।

CHAPTER III

EXERCISE 31

Dialogues

(Vide Dialogue Writing Composition Section)

पेशे पसन्द करना

महीप—मैं किसान होऊँगा और खेती की तालीम हासिल करूँगा। मैं ग़रीब भाइयों को दिखा दूँगा कि किस तरह खेती करनी चाहिये।

दिनेश—मैं डॉक्टर होऊँगा। मैं लोगों को 'इलाज से रोक अच्छी होती है,' वाली कहावत काम में लाके दिखा दूँगा।

दलीप—मैं बाहरी हमलों को रोकने के लिये सिपाही होऊँगा और देश में शान्ति स्थापित करूँगा।

माधो—मैं मास्टरी का पेशा इख्तियार करूँगा और मुल्क में शिक्षा का प्रचार करूँगा।

रहीम—मैं वकील बनूँगा और लोगों को उनके हक़ समझा दूँगा।

समी—मैं इंजीनियर बनने की कोशिश करूँगा। मैं हर खास व आम को मज़बूत और हवादार मकान बनाना सिखलाऊँगा।

सफ़ी—मैं जुलाहा बनूँगा और कुटीर-धन्धों का चारों तरफ़ जाल फैला दूँगा।

सुरेश—मैं औद्योगिक रसायन की शिक्षा प्राप्त करूँगा और भाई शफ़ी के बताये हुए कुटीर-धंधे फैलाने की कोशिश करूँगा।

आठों मित्रों ने अपने-अपने उद्देश्य के अनुसार शिक्षा प्राप्त की और लगातार मेहनत से देश को मालमाल और ख़ुशहाल कर दिया।

N.B.—Essay : Professions open to Indian youths

EXERCISE 32

दर्ज़ी और गाहक

गाहक—मियाँ रहमत, मुझे एक सूट, पाँच पाजामे और एक दर्जन क़मीज़ें सिलवानी हैं।

दर्ज़ी—कब तक चाहियें।

गाहक—तीन दिन में।

दर्ज़ी—आजकल काम की भरमार है। सांस लेने की फ़ुरसत नहीं। आठ और कारीगर लगाये हैं, फिर भी काम चुकने नहीं पाता।

गाहक—मेरे कपड़े आपको सीने ही होंगे।

दर्ज़ी—मैं इस शर्त पर आपका काम कर सकता हूँ, अगर आप सूट की दूनी सिलाई देने को तैयार हों। बाकी कपड़ों की मामूली मज़दूरी दे दीजियेगा।

गाहक—मंजूर, वादे से न पिछड़ियेगा।

दर्ज़ी—जनाब, कहीं ऐसा हो सकता है ? कपड़ा कहाँ है ?

गाहक—अभी मोल नहीं लिया है। कपड़ा भी आप ही की दूकान से ख़रीदने का इरादा है। नमूने दिखाइये।

दर्ज़ी—यह लीजिये, पक्के रंग, मज़बूत धागे, बढ़िया बनावट और देशी माल की गारंटी है। दाम एक और नक़द। बट्टा बिलकुल नहीं मगर फुटकल और थोक के दामों में एक आने रुपये का फ़र्क़ है। क़मीज़ों के लिये एक थान लंकलाट लीजिये। यह सस्ता और मज़बूत है।

EXERCISE 33

कोयला I

एक दिन शिवपाल और और देवपाल हवा खाने के लिये निकले। टहलते-टहलते वे स्टेशन पहुँचे। देवपाल ने मालगोदाम के पास कोयले के ढेर देखे। उसने अपने बड़े भाई से पूछा, "ये काले पत्थर कहाँ से आये हैं ?"

शिवपाल—ये काले पत्थर नहीं हैं। यह कोयला है। यह लोहे, ताँबे और सीसे की तरह खान से निकाला जाता है।

देवपाल—घर में मैंने लकड़ी का कोयला देखा है। वह हल्का होता है, पर यह बहुत भारी है।

शिवपाल—यह भी एक प्रकार की लकड़ी का कोयला है।

देवपाल—यह कैसे हो सकता है ? क्या धरती के भीतर पेड़ उगते हैं ?

शिवपाल—धरती के भीतर पेड़ नहीं उगते हैं। पेड़ पुराने होकर गिर पड़ते हैं। उन पर मिट्टी की मोटी परतें जम जाती हैं और पेड़ कोयले के रूप में हो जाते हैं। देखो ये टुकड़े पेड़ और डालियों के आकार के हैं। कहीं-कहीं इन पर पतियों के निशान भी बने हैं।

EXERCISE 34

कोयला II

देवपाल—यह बहुत सस्ता होगा। लोग इसे घर पर क्यों नहीं जलाते ?

शिवपाल—बेशक यह बहुत सस्ता मिलता है। यह बहुत धुआँ देता है और इसमें से बुरी दुर्गन्ध निकलती है। हलवाई मुलायम कोयला जलाते हैं। उसमें ये ऐब कम होते हैं। पत्थर का कोयला रेल के

इंजनों, पुतलीघरों और कारखानों में जलाया जाता है। अब बिजली कोयले का स्थान ग्रहण करती जाती है।

देवपाल—पत्थर का कोयला और किस काम में आता है?

शिवपाल - गैस भी इसी से तैयार किया जाता है। कोयले को बहुत गर्म करते हैं, यहाँ तक कि वह पिघल जाता है। गैस एकत्र कर लिया जाता है और डामर रह जाता है। गैस जलाने से जल जाता है। डामर भी बहुत उपयोगी वस्तु है। यह जहाज़ की रस्सियों, दरवाज़ों और घन्नियों के रँगने के काम में आता है। आजकल सड़कें भी डामर में रोड़ी मिलाकर बनाई जाती हैं। रासायनिक डामर से कई प्रकार के कीड़े मारनेवाली दवाइयाँ बनाते हैं।

वे इस तरह बातचीत कर रहे थे कि अँधेरा हो गया और स्टेशन पर गैस के लैम्प जलाये गये।

EXERCISE 35

अमीर और माली की बातचीत

अमीर—माली, तुम क्यों इतने तन्दुरुस्त हो? तुम्हारी उम्र मुझसे बहुत ज़्यादा है, तिस पर भी तुम नौजवान बने हो। तुम्हारे चेहरे पर न तो झुर्रियाँ हैं और न तुम्हारे बाल पके हैं। तुम्हारे दाँतों की मोती-सी दमक है।

माली— मैं क़ुदरत की नेमतें भोगता हूँ। मैं दिन में सख्त मेहनत करता हूँ और रात को गहरी नींद सोता हूँ।

अमीर—ठीक! तुम्हें मौसम की कठिनाइयाँ नहीं सतातीं।

माली—सतायें कैसे! मैं इनका आदी हो गया हूँ। मेरे जिस्म पर मौसमों का कोई असर नहीं पड़ता।

अमीर—तुम इतनी मेहनत करते हो तो भी दूध घी नहीं खाते। बाजरे

और ज्वार की रोटी और साग से तुम्हारा काम चल जाता है। बाग़ के फल भी नहीं खाते।

माली—तन्दुरुस्ती सादगी से रहने से बढ़ती है। सादा खाना, साफ़ हवा और साफ़ पानी ही इन्सान की ज़िन्दगी के लिये काफ़ी हैं। ईमानदारी सबसे अच्छी पालिसी है। अगर बाग़ के मालिक मुझे ख़ुशी से तरकारियाँ और फल देते हैं तो मैं और मेरे बाल-बच्चे उन्हें खाते हैं, वरना ईंधन और सागपत्ती के अलावा बाग़ की कोई चीज़ इस्तेमाल करना मैं हराम समझता हूँ।

N. B.—Essay : Example of open-air life and its advantages.

CHAPTER IV

EXERCISE 36

(Vide Story Writing Comp. Sec.)

Fable and Stories

कचहरी का घोड़ा

शहर बनारस में जगन्नाथ उर्फ़ जगनू बाबू नाम के वकील रहते थे। वकालत आपकी अच्छी ख़ासी चलती थी, मगर थे पूरे मक्खीचूस। आप सारी किफ़ायत घोड़े के दाने से निकालते थे।

एक दिन वकील साहब के यहाँ कुछ पाहुन आये। वकील साहब बाहर गये थे। बहूजी ने कोचवान को कहला भेजा कि गाड़ी में घोड़ा जोतकर पाहुनों को सैर करा लावे। बेचारा मालकिन का कहना कैसे टाल सकता था? उसे डर इस बात का था कि कहीं मालिक से झूठी सच्ची न जड़ दी गई तो नौकरी से जाये।

उसने घोड़ा गाड़ी में जोता। घोड़ा क़रीब एक फ़र्लांग गया, वहीं से कचहरी का रास्ता मुड़ा था। कोचवान ने कई चाबुकें फटकारीं। घोड़े ने टस से मस न की और लगा दुलत्ती झाड़ने। गाड़ी उलट गई।

ख़ैर यह हुई कि लोग घोड़े की नटखटी देखकर पहले ही से उतर पड़े थे। घोड़े की इस करतूत को देखकर कई राहगीर इकट्ठे हो गये। उनमें से एक जानकार बोला, "आप लोग बड़े बुद्धू हैं जो इसे जोतकर सैर-सपाटे को निकले हैं। यह कचहरी का घोड़ा है। सिवाय कचहरी के और कहीं नहीं जा सकता।"

N B.—Make the horse narrate the story to the pet dog of the house.

EXERCISE 37

वफ़ादार कुत्ता

किसी देहाती महाजन के पास एक कुत्ता था जिसे वह बहुत चाहता था। रात को सोते वक़्त वह उसे दालान में छोड़ देता था।

एक रात को चोरों ने उसके घर में सेंध लगाई। महाजन और उसके घरवाले कोठे पर सो रहे थे। किसी को पता नहीं कि नीचे क्या हो रहा है।

एक चोर ने अपना पैर सेंध में यह मालूम करने के लिये डाला कि वहाँ कोई आदमी तो नहीं है। कुत्ते ने उसका पैर पकड़ लिया। चोर ने बहुत कोशिश की, मगर उसने न छोड़ा और लगा ग़ुर्राने।

इतने में लोग जाग गये। चोर पकड़ लिया गया। उसके साथी भाग गये। पुलिस ने उसकी इतनी मरम्मत की कि उसने अपने साथियों का भी नाम बता दिया। हर एक को तीन-तीन साल की कड़ी सज़ा हुई।

कुत्ते ने अपनी जान ख़तरे में डाल कर मालिक के माल की हिफ़ाज़त की।

N. B.—Give another example of a dog's fidelity.

EXERCISE 38

अत्याचार

धीरे-धीरे गाँव भर में प्लेग फैल गया। लोग मड़इयाँ डालकर खेतों में जा बसे। ज़मींदार साहब ने बाग़ में डेरा डाल दिया। उनके लिये जैसा घर वैसा बाग़। सब आराम की सामग्री इकट्ठी की गई।

बेचारा जगन स्त्री-बच्चों सहित गाँव में रहता था। वह भी घर छोड़ना चाहता था, मगर बेबस था। उसने व्यर्थ में ज़मींदार साहब से थोड़ा सा फूस-बाँस काट लेने की चिरोरी-विनती की। हज़रत दिन भर उससे बेगार लेते थे, तब कहीं रात भीजे घर जाने की आज्ञा देते थे।

उसके घर में चूहे निकले। उसने ज़मींदार साहब से कहा, "हम लोगों को बाग़ की कोठरी में रहने दीजिये।"

ज़मींदार साहब ने तमककर कहा, "चल हट, कल कहेगा कि हमें रहने के लिये क़ोठी दे दीजिये।"

जगन के लड़के को ताऊन हो गया और उसका बोल बंद हो गया। वह उस दिन नौ बजे तक ज़मींदार साहब के यहाँ काम करने नहीं गया। ज़मींदार साहब का सिपाही द्वार पर आ धमका। उसने कहा, "मालिक ने तुम्हें बुलाया है। अभी चलो।"

जगन बोला, "मेरा लड़का मौत की घड़ियाँ गिन रहा है। उसे फूँक ताप-कर आऊँगा।"

सिपाही न माना। उसने उसे घसीट कर घर से निकाल लिया।

N. B.—Essay : An epidemic of plague in your town.

EXERCISE 39

उपकारी बालक

गाँव में हैज़ा बहुत तेज़ी से फैल रहा था। अंध-विश्वासी गाँववाले इसे दैवी कोप समझते थे। उन्हें सिर्फ़ भूतात्माओं पर विश्वास था। जादूगरों की बन आई थी। अपढ ग्रामीण उन्हें त्राणकर्ता समझते थे। उन्हें रुष्ट करना ईश्वर को रुष्ट करना था। अस्तु, उनका ख़ूब आदर-सत्कार किया जाता था।

गाँव भर में सुरेश ही स्वास्थ्य-रक्षा के नियम जानता था। उसका स्कूल बन्द हो गया था। वह गर्मी की छुट्टियाँ बिताने घर आया था। गाँव की हालत देखकर उसके हृदय में कसक होने लगी। उसने लोगों को हैज़े से बचने के उपाय बताये; पर उन मूर्खों ने उसकी एक न सुनी, वरन् दैवी कामों में हस्तक्षेप करने पर उसे नास्तिक कहने लगे।

वह आफ़त की गर्मी में पैदल चल दिया और हेल्थ अफ़सर के बँगले पहुँचा। इत्तिफ़ाक़ से साहब उसी वक्त दौरे से आये थे। वे मोटर पर बैठकर चार आदमियों को लेकर साथ हो लिये।

वहाँ पहुँचकर कुओं और तालाबों में लाल दवा छिड़कवाई और गाँववालों के टीका लगाया। गंदी नालियाँ फ़िनैल से धोई गईं और घरों के दरवाज़ों पर चूना बिछा दिया गया। बीमार घरों से उठाकर अलग रक्खे गये और उनके नमक के इंजेक्शन लगाये गये। हलवाइयों की दूकानों से सड़ी मिठा-इयाँ फेंक दी गईं। भंगियों को गाँव के गली-कूँचे और गंदे पानी के गड्ढे साफ़ रखने की ताक़ीद कर दी गई। जादूगर पुलिस के हवाले किये गये।

एक हफ़्ते में गाँव में बीमारी का नाम भी न रहा। लोग सुरेश का बहुत आदर करने लगे। इस होनहार बालक की बदौलत सैकड़ों की प्राणरक्षा हुई।

N. B.—Essay : An outbreak of cholera in a village.

EXERCISE 40

घसियारा और शेर

एक घसियारा रोज़ जङ्गल में घास काटा करता था। एक दिन शाम के वक़्त, जब वह सिर पर गट्ठा लादे घर लौट रहा था, उस पर शेर ने हमला करना चाहा। उसने मन में सोचा, "अब झूठ बोलने और चाल चलने से ही जान बच सकती है।" उसने हिम्मत करके शेर से कहा, "हुज़ूर, मुझ ग़रीब ने आपका क्या बिगाड़ा है? फ़िक्रों और बुढ़ापे के सबब से मेरी देह इतनी दुबली हो गई है कि एक-एक हड्डी झलक रही है। मुझे मार कर आपका पेट भी न भरेगा।"

शेर बोला, "आज मैंने कुछ नहीं खाया है। थोड़े ही भोजन से संतोष करूँगा। नहीं तो मैं भूखों मर जाऊँगा।"

घसियारे ने बनावटी हमदर्दी दिखाकर कहा, "मुझे आपकी हालत पर सख्त अफ़सोस है। अगर आप मेरी जान बख्श दें तो मैं कल सवेरे ही आपको मोटे ताज़े नौजवानों का मांस खिलाऊँगा। आपकी कौन कहे, आपके स्त्री-बच्चे भी उसे खाकर छक जायेंगे! याद रखिये, मैं वादाख़िलाफ़ी न करूँगा। बेशक मैं ग़रीब हूँ, परन्तु झूठ बोलना पाप समझता हूँ।"

शेर ने उसकी बातों में आकर उसे छोड़ दिया। वह ख़ुशी-ख़ुशी गाँव लौटा। ज़मींदार साहब से बोला, "ठाकुर साहब, कल सवेरे शेर का शिकार करने चलना होगा। अपने साथ दो तीन शिकारी भी ले लीजियेगा, मगर बन्दूकें छिपाकर चलियेगा; नहीं तो शेर बन्दूकों को देखकर भाग जायगा।"

ज़मींदार साहब सवेरा होते ही घसियारे और दो सिपाहियों के साथ जङ्गल को चले। शेर उन लोगों की घात में बैठा था। ज्यों ही उसने उनको देखा वह उन पर लपका। उन्होंने गोलियों की बौछार से शेर को मार गिराया।

N B—Rewrite the above story in the Indirect form of Narration. (Vide Articles 156-65 Gram- Sec.)

शहज़ादे का सुधार (१)

एक शहज़ादा बड़ा आलसी था। उसके बाप ने उसके सुधारने की बड़ी कोशिश की। एक बार दुश्मन ने उसके मुल्क पर चढ़ाई की। उसने वज़ीरों के बहुत मना करने पर भी उसे लड़ाई पर भेजा।

शहज़ादा डेरा डाले पड़ा था। बहुत सवेरे मुर्ग़ ने बाँग दी। शहज़ादे के सोने में ख़लल पड़ा। उसने बावर्ची को हुक्म दिया कि जो मुर्ग़ बाँग दे रहा है आज उसी का गोश्त मुझे पकाकर खिलाना। बावर्ची ने ऐसा ही किया।

दूसरे दिन बड़े सवेरे दुश्मन ने उसकी सोती हुई फ़ौज पर छापा मारा और बहुत से सिपाहियों को बिना जोश दिलाये क़त्ल कर डाला। शहज़ादा सोता ही रह गया। सिपहसालार ने आकर इत्तिला दी, "आप अभी तक सो रहे हैं। सूरज निकल आया है। दुश्मन ने आपकी तमाम फ़ौज क़त्ल कर डाली है। आपकी जान भी ख़तरे में है। चलिये, मैं और आप फ़क़ीरों का भेष बनाकर भाग चलें; नहीं तो हम दोनों मार डाले जायेंगे। दुश्मन हमारी फ़िराक़ में है। मैं गुरु बनूँगा और आप चेले। अगर कोई हमें रोकेगा तो मैं कह दूँगा— बाबा, हम फ़क़ीर हैं। शाही ख़ेमे में हम भीख माँगने आये थे। ख़ेमा ख़ाली पड़ा है। मालूम होता है कि शहज़ादा मारा गया है।"

EXERCISE 41

शहज़ादे का सुधार (२)

इसी तरह दुश्मन से बातें बनाकर फ़क़ीरी बाना रक्खे हुए दोनों भाग निकले। दरबार पहुँच कर सिपहसालार ने बादशाह सलामत को पूरा-पूरा

हाल कह सुनाया। शहज़ादा अपनी सुस्ती पर बहुत शर्मिन्दा हुआ। उसने अपने ऐशोआराम का सामान नष्ट कर दिया और क़सम खाई, "आज से मुर्ग़ की आवाज़ सुनकर उठ खड़ा हूँगा। मैंने बड़ा बुरा किया। मुझे अपनी हरकत पर सख्त अफ़सोस है। अब मैं कुदरत के ख़िलाफ़ कोई काम न करूँगा।"

बादशाह ने उसकी पीठ ठोंककर कहा, "बेटा, सुबह का भूला अगर शाम को आ जाय तो भूला नहीं कहा जा सकता। दूसरी फ़ौज लेकर जाओ। मुझे उम्मीद है कि तुम दुश्मन को मार भगाओगे। ख़ुदा तुम्हें हिम्मत, जोश और दिलेरी दे।"

शहज़ादा और सिपहसालार मुट्ठी भर सिपाहियों के साथ दुश्मन की फ़ौज पर टूट पड़े। शहज़ादे ने जिधर घोड़ा दौड़ाया, उधर मैदान साफ़ था। दुश्मन की फ़ौज के पाँव उखड़ गये। सिपाही जान लेकर भाग गये। लूट का माल शहज़ादे के हाथ आया। वह राजधानी को फ़तेहयाबी के साथ लौटा।

N. B.—Give the substance of the above story as it is quoted from the autobiography of the prince]

EXERCISE 42

मूर्ख बकरा

एक छुट्टा बकरा जङ्गल में इधर उधर चरा करता था। उसे विश्वास था कि मैं जङ्गल की देवी का बकरा हूँ, मुझे कोई जानवर न खायेगा। इसलिये वह निडर होकर विचरा करता था।

एक दिन किसी स्यार ने उसे तक लिया और सोचा कि ज़ात बिरादरी की दावत में उसका मज़ेदार गोश्त उड़ाना चाहिये।

स्यार ने आपस में सलाह करके बड़े आदर से कहा, "बड़े मियाँ, आज हमारे यहाँ सभा है। हम लोगों की राय है कि आप उसमें सभापति का आसन ग्रहण करें

बकरा उसकी बातों में आकर उसके साथ हो लिया। उसका हार्दिक स्वागत किया गया और सभापति के आसन पर बैठाया गया।

स्वागत मन्त्री ने उसे फूलों का हार पहनाया। श्रोताओं की करतलध्वनि से आकाश गूँज उठा। बड़ी-बड़ी तक़रीरें झाड़ी गईं। ज्योंही सभापति बोलने खड़े हुए, त्योंही स्वागत मन्त्री के इशारे पर सब उस पर टूट पड़े।

बकरे ने कहा, "यह क्या?"

मन्त्री ने कहा, "महाप्रसाद प्राप्त करने के लिये ही हमने आपको बुलाया है। हमें तृप्त करके आप सीधे बैकुन्ठ जाइये। इससे बढ़कर कौनसी अच्छाई हो सकती है?"

स्वागत-मन्त्री अपना कथन समाप्त नहीं कर पाये थे कि बकरे के टुकड़े-टुकड़े कर डाले गये।

N. B.—The king of goats issues a proclamation, warning them against similar fate in future. Make out a draft.

EXERCISE 43

नियत का फल

एक राजा जङ्गल में शिकार खेलने के लिये गया। वह अपने साथियों से बिछुड़ गया। धूप उसके शरीर को झुलसाये देती थी। उसे बहुत प्यास लगी। जङ्गल में उसे एक छोटा-सा बाग़ दिखाई दिया। राजा शिकारी के भेष में था, इसलिये माली उसे न पहिचान सका।

राजा ने माली से कुछ पीने के लिये माँगा। माली तुरन्त एक प्याला अनार के रस से भर लाया। इससे राजा की प्यास न बुझी। उसने माली से दूसरा प्याला भर लाने को कहा।

राजा ने मन में सोचा, "इस बाग़ का मालिक बहुत धनी होगा। उसको इससे बहुत आमदनी होगी। बाग़ के मालिक पर करारा टैक्स लगाना चाहिये।"

एक घंटा बीत गया और माली न लौटा। कई घंटों के बाद माली आय। प्याला पूरा न भरा था। राजा ने इसका कारण पूछा।

माली ने हाथ जोड़ कर कहा "महाराज अपराध क्षमा कीजिये तो एक बात कहूँ।"

राजा ने कहा, "तुम जो चाहो कहो, मैं तुम्हें दण्ड न दूँगा।"

माली बोला, "महाराज! यह आपकी बुरी नियत का फल है। जिस समय मैं पहला प्याला भरने गया था, आपकी नियत अच्छी थी। इसके बाद वह बदल गई। देखिये पेड़ों के फल सूख रहे हैं। और फलों से रस नहीं निकलता।

यह सुनकर राजा बहुत लज्जित हुआ। उसने माली से अपने मन की सब बात कह डाली।

N. B.—Write similar story showing the fruit of evil intention.

EXERCISE 44

कोरा घमंड

एक हिरन और ख़रगोश पास ही पास रहा करते थे। हिरन ख़रगोश को बुरा भला कहा करता था। बेचारा ख़रगोश चुपचाप हो जाया करता था और उसकी बातों का उत्तर न देता था।

हिरन को अपने सुन्दर शरीर पर बड़ा गर्व था। वह कहा करता था कि संसार में मेरे बराबर एक भी जीव तेज़ और फुर्तीला नहीं है।

असाढ़ का महीना था। रिमझिम-रिमझिम वर्षा हो रही थी। खेत जुते हुए थे। हिरन और ख़रगोश एक झाड़ी के पास खुली जगह में चर रहे थे।

इतने पर कुछ लठैत देहातियों ने उसे घेरना चाहा। उनके सामने एक जुता हुआ खेत था जिसके दूसरी तरफ़ सघन जङ्गल था। हिरन और ख़रगोश उसी तरफ भागे।

ख़रगोश तो दो ही छलाँगों में खेत पार कर गया। हिरन की टाँगें खेत की गीली मिट्टी में फँस गईं। देहातियों ने उसे घेर लिया और उसे वहीं ढेर कर दिया।

मरते समय हिरन को अपनी करतूतों पर बड़ा शोक हुआ और मन में कहने लगा, "तुम्ह ऐसे पापी की ऐसी दशा होती है।"

N. B.—Illustrate 'Pride goeth before a fall' by another story.

EXERCISE 45

शरारती लड़का

शम्भू मदरसे नहीं गया। वह दरवाज़े पर बैठ गया। बाप दफ़्तर चला गया था। माँ घर में काम कर रही थी। उसे शम्भू के बारे में कुछ पता न था।

थोड़ी देर में एक कुत्ता निकला। शम्भू ने उसे रोटी का टुकड़ा दिखलाया। कुत्ता लालच में आकर उसके पास दौड़ता हुआ आया। उसने कुत्ते के सिर पर एक गुम्मा दे मारा। बेचारे जानवर का सिर फूट गया। लोहू की धार बह निकली। वह चिल्लाता हुआ भाग गया।

शम्भू दरवाज़े पर ही बैठा रहा। इतने में दो आदमी आये। उस स्थान पर ख़ून पड़ा हुआ देखकर समझ गये कि हो न हो शरारत इसी लड़के की है। वे लड़के को थाने ले गये।

कुत्ता कलक्टर साहब का था। वह मौत की घड़ियाँ गिन रहा था। साहब को कुत्ता जान से भी प्यारा था। साहब ने शम्भू के बाप गोविंद के ख़िला रिपोर्ट कर दी।

बाप फ़ौरन दफ़्तर से बुलाया गया। लड़का हवालात में रक्खा गया और फिर ज़मानत पर छोड़ा गया।

साहब ने गोविंद और उसके बेटे पर मुक़द्दमा दायर कर दिया। उनपर सौ रुपये जुर्माना हुआ।

इस तरह बाप को लड़के की सज़ा भुगतनी पड़ी।

N.B.—The father asks his son to reform his ways. Write from imagination the speech of the father.

EXERCISE 46

बहादुर लड़का

हालैंड में पीटर नाम का एक दस वर्ष का लड़का था। वह एक दिन शाम के वक़्त गाँव को लौट रहा था। बड़े कड़ाके का जाड़ा पड़ रहा था।

पीटर की निगाह बाँध पर पड़ी। उसमें एक छेद हो गया था जिससे पानी टपक रहा था। पीटर ने सोचा कि थोड़ी देर में बाँध टूट जायगा और सैकड़ों गाँव पानी में समा जायेंगे।

वह पब्लिक का नुक़सान न सह सका। उसने छेद में उँगली लगा दी और रात भर वहीं बैठा रहा। शीत के कारण उसकी सारी देह अकड़ गई।

सवेरे किसी किसान ने उसे अकेला पाया। उसने उसे अस्पताल पहुँचाया। ठीक इलाज किये जाने से वह अच्छा हो गया। वह पढ़ लिखकर तैयार होने पर बड़ा परोपकारी और देशभक्त निकला।

[*N. B.*—Write another story of a boy hero.]

EXERCISE 47

नक़्क़ाल बंदर

एक दिन एक आदमी कोठे पर हजामत बना रहा था। इतने में एक बंदर आकर चुपके से छत की मुँडेर पर बैठ गया। किसी ने उस आदमी को नीचे से आवाज़ दी। ज़रूरी काम समझ कर उससे बात करने चला गया और शीशा, उस्तरा, नहन्नी और साबुन वहीं छोड़ गया। बन्दरों का उसे ज़रा भी ख़याल न रहा।

बंदर ने उसे मुँह पर साबुन लगाते और गले पर उस्तरा चलाते हुए देख लिया था। बंदर बड़े नक़्क़ाल होते हैं। उसने भी मुँह पर साबुन लगाकर गले पर उस्तरा चलाया ; यहाँ तक कि उसकी नली कट गई।

जब आदमी लौट कर आया तो बंदर को मरा पाया।

लड़को ! तुममें से बहुत-से बालक दूसरों की नक़्ल करके धोखा खाते हैं।

N. B. – Write from experience three examples of mimic monkeys.

EXERCISE 48

लगन का फल

सूरज और बलदेव दो भाई थे। वे एक ही दर्जे में पढ़ते थे। उनके स्वभाव और बुद्धि में बड़ा अंतर था। सूरज तेज़ तो था, पर था बड़ा घमंडी। वह सदा बलदेव को बनाया करता था। बलदेव अपनी मंद बुद्धि पर बहुत ही लज्जित होता था। पर बेचारा कर ही क्या सकता था ! बुद्धि ईश्वर की देन होती है।

सूरज उचित समय पर पढ़ लिखकर तैयार हो गया और नौकरी भी मिल गई। बलदेव पीछे रह गया, परन्तु उसने पढ़ने से मुँह न मोड़ा। उसने

एम. ए. पास करके ही पढ़ना छोड़ा। लोग उसपर आक्षेप किया करते थे। वह था धुनका पक्का। वह किसी की तानाज़नी पर हताश न होता था।

बलदेव ने बड़े भाई की तरह नौकरी न की। उसने थोड़ी सी पूँजी लगा कर अनाज की दूकान खोल ली। ईमानदारी और मेहनत से काम करने से वह धीरे-धीरे धनी व्यापारी हो गया।

बलदेव बड़ा दानी और माता-पिता का भक्त था। उसके बचपन के साथी उसकी उन्नति देखकर अचंभित हुए और उसकी प्रशंसा करने लगे।

N. B.—Write from imagination what happend to Suraj.

EXERCISE 49

हाथी और मगर

सरयू नदी में एक मगर बहुत ख़तरनाक था। वह सदा नदी में पानी पीनेवाले जानवरों पर चोट किया करता था। उसने अनगिनती जानवर मार डाले थे।

एक दिन एक हाथी नदी में पानी पीने गया। मगर ने उसकी सूँड़ पकड़ ली। हाथी ने बहुत कोशिश की, पर मगर ने सूँड़ न छोड़ी। अन्त में हाथी को क्रोध आ गया। उसने रेती पर मगर को खींच लिया।

मगर सूँड़ छोड़ कर भागने लगा। हाथी ने उसका पीछा किया। उसने मगर को पकड़ लिया। मगर ने हाथी से छोड़ने के लिये बहुत बिनती की। बोला, "हाथी, मुझे छोड़ दे। आज मुझे तेरी ताक़त का अन्दाज़ा लग गया है। मैं नहीं जानता था कि तुझमें इतनी ताक़त है। आज से मैं तुझपर या तेरी ज़ातवालों पर हमला नहीं करूँगा।"

हाथी ने कहा, "तेरी बड़ी बेवकूफी थी जो तूने मुझपर हमला किया। दुश्मन की ताक़त का अन्दाज़ा किये बिना उस पर वार न

करना चाहिये। अब मैं तुझसे ज़रूर बदला लूँगा।"

यह कह कर हाथी ने मगर को मार डाला।

N. B—Frame a similar fable—A Gorilla and a Bear.

EXERCISE 50

बया पक्षी और कौआ

किसी तालाब के किनारे थोड़ी दूर हट कर एक बबूल का बहुत पुराना पेड़ था। उस पर एक कौआ और एक बया रहते थे। कौए का घोंसला पेड़ की चोटी पर और बये का बीच की डाल पर था।

बया थोड़े-से भोजन से संतोष करके ईश्वर की स्तुति के गान गाया करता और घोंसले की सजावट में लगा रहता था। कौए को भोजन की खोज ही से छुट्टी नहीं मिलती थी। जितना अधिक वह भोजन करता था, उतनी अधिक उसकी तृष्णा बढ़ती जाती थी।

एक दिन पानी बरस रहा था। बया मज़े से अपने घोंसले में बैठा भजन गा रहा था। इतने में कौआ कीड़े और केंचुए चुगता-चुगता पेड़ के नीचे आ बैठा। कौए ने बये से कहा, "भाई बये, तुम्हारा घोंसला बहुत ही सुन्दर है। मुझे भी ऐसी तरकीब बताओ जिससे मैं भी अपना घोंसला ऐसा ही बना लूँ।"

बया ईश्वर-भक्त था। उसने साफ़-साफ़ कह दिया, "तुम बड़े लालची हो, इस कारण तुम्हारी अक़्ल मोटी हो गई है। अगर तुम कारीगरी सीखना चाहो तो मेरी तरह बसर औक़ात करो।"

कौए को बये की बात बहुत बुरी लगी। उसने बये का घोंसला नष्ट कर डाला। बये ने दूर जाकर सागौन के पेड़ पर दूसरा घोंसला बना लिया और स्त्री-बच्चों सहित सुख से रहने लगा।

ईश्वर ने कौए को इस अपराध का दण्ड दिया। एक दिन आधी रात को बड़े ज़ोर की आँधी आई, पानी बरसा और बड़े-बड़े ओले गिरे। कौए के

घोंसले के टुकड़े-टुकड़े हो गये और वह सपरिवार नष्ट हो गया। बये का बाल तक न बाँका हुआ।

[*N. B*—Compose another fable with a similar moral.]

EXERCISE 51

कंजूस

मदनपुरा में मंगलदेव नाम के एक खत्री रहते थे। आप बड़े कंजूस और लकीर के फ़क़ीर थे। गाँव में बड़े ज़ोर का प्लेग फैला। लोग मक्खियों की तरह मरने लगे। गाँववाले घर छोड़कर मड़इयाँ डाल कर खेतों और बाग़ों में जा बसे।

पड़ोसियों ने मङ्गलदेव से मकान छोड़ देने को कहा, पर आपके कान में जूँ तक न रेंगी। आप अक्सर यह उत्तर दे दिया करते थे, "जो भाग में लिखा है, वह मिट नहीं सकता। मौत के आगे किसी का चारा नहीं है।"

मङ्गलदेव मुक़दमेबाज़ी में सैकड़ों रुपया फूँक देते थे, किन्तु किसी का उपकार करने में एक पैसा भी ख़र्च न करते थे। आपने कभी किसी की हाथ पैर से भी मदद न की।

इस परिवार में पाँच प्राणी थे—ख़ुद, स्त्री, दो लड़के और एक लड़की। मङ्गल के बड़े बेटे को प्लेग हो गया और वह दो दिन में चल बसा। स्त्री ने घर छोड़ने को कहा। माया के मोह में आप वहीं डटे रहे। आपको इस बात का डर था कि अगर घर छोड़ दूँ तो चोर गड़ी दौलत खोद ले जायेंगे और अगर खोद ले जाता हूँ तो मड़इया में भी इसकी रक्षा नहीं हो सकती।

आप इसी सोच-विचार में थे कि स्त्री और लड़की को भी प्लेग होगया। अब तो आपके हाथ पैर फूल गये। कुछ करते-धरते न बन पड़ा। छोटा लड़का भी प्लेग का शिकार हो गया। उसके मरने पर आपके मुँह से ये वाक्य

निकल पड़े, "बेटा यह दौलत कौन खायेगा ?"

N. B.—Write another story of a miser.

EXERCISE 52

उद्दंड अधेड़

एक युवक मोटर-लारी पर यात्रा कर रहा था। उसके सामने की बेंच पर एक अधेड़ महाशय अपनी स्त्री के साथ बैठे हुए थे। मार्ग की थकावट के कारण युवक की आँख लग गई। हज़रत ने क्रोध से आँखें लाल करके ज़ोर से युवक की छाती पर लात जमाई। युवक बड़े अचरज में आ गया। था बड़ा हट्टा कट्टा। चाहता तो हज़रत की चटनी बना देता। बड़े धीरज से बोला, "महाशय जी, क्या अपराध हुआ ? कहीं आपके पैर में चोट तो नहीं आगई ?" यह कहकर उनका पैर मलने लगा।

महाशय जी का क्रोध दूना हो गया। बोले, "तू बड़ा खोटा है। मेरी स्त्री के सामने तूने ठोकर मारी है। यह मुझे क्या समझेगी ?"

युवक बड़ा मसख़रा था। उसने दिखावटी गम्भीरता से कहा, "आपने मुझे मार कर अपनी वीरता जता दी है। आपके बहादुर होने का और क्या सबूत हो सकता है ? आप उसके सामने और भी डींग मार सकते हैं। आपने इस ढलती उम्र में एक हट्टे-कट्टे युवक पर लात जमाकर उसे हराया है। साथी मुसाफ़िर आपका लोहा मान गये हैं। वे इतने डर गये हैं कि मोटर ठहरते ही भगा चाहते हैं।"

महाशय-जी समझ गये कि वह बना रहा है। युवक चुप होगया। उनपर सैकड़ों घड़े पानी पड़ गया और आँखों से टपटप आँसू गिरने लगे।

EXERCISE 53

मसख़रे लड़के

छैलू, बेचू, मगनू और रतनू ने असबाब पहले ही से बाँध रक्खा था। बेचू ने मगनू से कहा—"यार गाड़ी तीन बजे जाती है और स्कूल साढ़े तीन पर बंद होगा। कहो तो सब मिलकर हेडमास्टर साहब को अर्ज़ी दें।"

"अर्ज़ी देना बेकार है। मानेंगे नहीं। बड़े ज़िद्दी आदमी हैं। घबड़ाओ नहीं, इन्तिज़ाम कर लिया है।"

ठीक दो बजे टनटन घंटी बजी और लड़के दर्जे छोड़कर उछलते-कूदते अपने-अपने घरों को भागे। मास्टर लोग दर्जों में बैठे ही रह गये। हेडमास्टर साहब ऑफ़िस से निकलकर चपरासी को डाँटने लगे। बेचारे के मुँह से बोल न फूटा।

तीनों दोस्त पौने तीन बजे स्टेशन पहुँचे। मगनू पहले ही पहुँच गया था। उसने उन तीनों से हाथ मिलाया। बोला, "कहो दोस्त, कैसी छुट्टी दिलाई?"

रतनू ने धीरे से कहा, "अरे चुप रहो, कोई सुन लेगा तो आफ़त आजायेगी।"

बेचू ने मगनू से कहा, "भेष तो यार तुमने ऐसा बनाया था कि कोई भाँप न सका।"

चारों दोस्त टिकटघर की तरफ़ चले। टिकटघर की, खिड़की के सामने एक बूढ़ा बौना देहाती खड़ा था। मगनू ने पूछा "कहाँ जाओगे बुढ़ऊ?"

उसने कहा "भइया, हम काशी जी जायेंगे। कितना किराया लगता है?"

"लम्बे आदमी का पूरा किराया और बौने का आधा। तुम्हारा सिर खिड़की तक पहुँच पाता है। इसलिए तुम्हारा आधा किराया लगेगा। डेढ़ रुपये में तुम काशी जी पहुँच जाओगे।"

बूढ़ा एड़ी उठाकर खड़ा होगया। "बाबू जी काशी जी का टिकट चाहिए।"

बाबू ने ग़ुस्से में आकर दाम लौटा दिये और कहा, "बुढ़ऊ मज़ाक करते हो। बच्चे के टिकट के दाम देते हो।"

"मेरा क़द छोटा है, इससे आधा किराया लगना चाहिए।"

मगनू ने बात काट कर कहा, "बाबू जी, यह ठीक कहता है। बच्चों का आधा किराया लगता है। बच्चे और बूढ़े बराबर होते हैं।"

बाबू ने बिगड़ कर कहा, "मज़ाक न कीजिये, अपना काम कीजिये।"

N. B.—Write from imagination other practical jokes indulged in by the boys during the journey.

CHAPTER V

Legends

EXERCISE 54

श्रीकृष्ण

महाभारत के पहले–भारत में बड़ा अत्याचार था। निर्बल सबल के शिकार थे। जिसकी लाठी उसकी भैंस थी।

कंस ने वसुदेव और देवकी के कई लड़कों को मार डाला था। उसने उन्हें क़ैदख़ाने में डाल रक्खा था। श्रीकृष्ण उनके पुत्र थे। क़ैदख़ाने में उनका जन्म हुआ था।

श्रीकृष्ण को बचपन ही से कठिनाइयों का सामना करने की बान पड़ गई थी। पहले पहल उन्होंने अपने मामा कंस को मारकर माता पिता को

बन्दीगृह से छुड़ाया। शिशुपाल और जरासंध को मारकर उनके राज्यों में शान्ति स्थापित की। युधिष्ठिर से राजसूय यज्ञ कराके उन्हें भारतवर्ष का सम्राट् बनाया।

महाभारत के युद्ध में श्रीकृष्ण ने पांडवों की कौरवों के विरुद्ध सहायता की। कुरुक्षेत्र के मैदान में भयंकर युद्ध हुआ। अन्त में पांडवों की विजय हुई। बड़े-बड़े योद्धा इस लड़ाई में खेत रहे।

युद्धक्षेत्र में जो उपदेश श्रीकृष्ण ने अर्जुन को दिये, वे गीता के नाम से प्रसिद्ध हैं। गीता हिन्दू दर्शन-शास्त्र की सर्वश्रेष्ठ पुस्तक है।

श्रीकृष्ण ने किसी विजित देश पर अपना अधिकार स्थापित न किया, वरन् उसके उचित अधिकारी को लौटा दिया। यह कहने में कोई अत्युक्ति न होगी कि श्रीकृष्ण बड़े भारी योद्धा, विजेता, त्यागी, शासक, दार्शनिक और समाज-सुधारक थे। अभी तक उनके समान कोई ऐसा पुरुष नहीं हुआ जिसमें सब गुण विद्यमान हों।

EXERCISE 55

माता की शिक्षा

पुराने ज़माने में हिन्दुस्तान की स्त्रियाँ वीर और विदुषी होती थीं। वे अपने पुत्र या पति की पराजय सहन न कर सकती थीं और उन्हें शत्रु पर विजय प्राप्त करने के लिये बढ़ावा दिया करती थीं।

महाभारत के समय संजय नाम का एक राजकुमार था। सिन्धुराज से हार कर उसका दिल टूट गया। उसकी माँ बिदुला बेटे की यह दशा न देख सकी। उसने उसे बहुत बुरा भला कहा ; पर उसकी हिम्मत पस्त हो चुकी थी। माता ने उसे आड़े हाथों लिया। बोली, "अच्छा होता कि मैं बाँझ होती। तुम कुल-कंटक हो। तुमने अपने वीर वंश का नाम डुबा दिया है। जो लड़का शत्रु के सामने अपने बाहुबल का परिचय नहीं देता, वह पुत्र कहलाने योग्य नहीं है। बेटा,

अगर तुम सिन्धु-राज को नहीं हराओगे तो मैं अनशन व्रत धारण करके अपने प्राण छोड़ दूँगी। तुम इस लोक और परलोक दोनों में पाप-भागी होगे।"

संजय पर इन उत्तेजक शब्दों का बड़ा प्रभाव पड़ा। उसने युद्ध की तय्यारियाँ करके सिन्धु-राज पर चढ़ाई कर दी। युद्ध में कभी एक पक्ष की जीत होती और कभी दूसरे की। अन्त में विजयश्री ने संजय का सहारा लिया। सिन्धु-राज की सेना में गड़बड़ मच गई और अन्त में वह प्राण लेकर भागा।

EXERCISE 56

सत्य हरिश्चन्द्र (१)

हरिश्चन्द्र अयोध्या के राजा थे। उन्होंने अनेक कष्ट सहे, पर सत्य के मार्ग से न डिगे। वे बड़े दानी थे। वे किसी याचक को विमुख न जाने देते थे। स्वप्न में भी वे दान ही का विचार किया करते थे।

एक बार उन्होंने स्वप्न में अपना सारा राजपाट विश्वामित्र को दान कर दिया। प्रातःकाल विश्वामित्र उनके दरबार में आ धमके। बोले, 'राजन्, आपको राजसुख भोगने का कोई अधिकार नहीं है। वह राज्य मेरा हो चुका है।"

राजा ने कहा, "ऐसा ही हो"

राजा राज-पाट छोड़ कर स्त्री और पुत्र समेत चलने लगे। विश्वामित्र रास्ता रोक कर खड़े हो गये। बोले "महाराज, इस दान की दक्षिणा कहाँ है?" अब तो राजा बहुत सटपटाये।

वे काशी चले गये। उन्होंने काशी की गलियों में फिर कर अपनी स्त्री और बच्चे को एक साहूकार के हाथ बेच दिया और अपने को श्वपच नामक

चांडाल के हाथ बेच दिया। इस तरह से उन्होंने ऋषि की दक्षिणा पूरी की।

उनका काम मरघट की रखवाली करना और मृतकों का कर वसूल करना था।

EXERCISE 57

सत्य हरिश्चन्द्र (२)

दैवयोग से उनका बेटा रोहिताश्व साँप के काटने से मर गया। उनकी रानी शैव्या उसका मृतक-संस्कार करने के लिये उसके शव को मरघट पर लाई। घोर अन्धकार था। बिजली की कड़क से दिल दहल जाता था। बड़े ज़ोर से पानी बरस रहा था। हरिश्चन्द्र ने उससे कर माँगा। वह फूट-फूट कर रोती हुई बोली, "महाराज यह आप ही का पुत्र रोहिताश्व है। मेरे पास इस साड़ी के अतिरिक्त और कुछ नहीं है।"

हरिश्चन्द्र ने कहा, "स्वामी की आज्ञा है कि बिना कर दिये कोई मृतक-संस्कार न करने पाये।"

शैव्या ने आधी साड़ी फाड़ कर देना चाहा। इतने में आकाश से पुष्प-वर्षा होने लगी। रोहिताश्व जी उठा और वे तीनों जीते विमान में बैठ कर स्वर्ग को पहुँचे।

EXERCISE 58

दुष्यन्त और शकुन्तला (१)

पुराने ज़माने में दुष्यन्त नाम का राजा राज करता था। वह बड़ा प्रतापी, सत्यवादी और जितेन्द्रिय था। एक दिन वह आखेट को गया। तपोवन में उसने शकुन्तला नाम की सुन्दर कुमारी देखी। उसने उसे क्षत्रिय-कन्या समझकर उसके साथ गंधर्व-रीति से विवाह कर लिया।

शकुन्तला मेनका नाम की अप्सरा की पुत्री थी । कण्व ऋषि ने उसे पाला था।

शकुन्तला पति के वियोग से बहुत व्याकुल हुई । इतने में दुर्वासा ऋषि आ पहुँचे। युवती विचारों में डूबी हुई थी। उसे ऋषि को प्रणाम करने की सुध न रही। ऋषि ने क्रुद्ध होकर श्राप दिया, "जिसके वियोग में तू इतनी व्यग्र है, वह लाख स्मरण कराने पर तुझे स्त्री स्वीकार करेगा।"

यद्यपि शकुन्तला ने ऋषि कण्व की अनुपस्थिति में विवाह किया था, तथापि उन्होंने इस विवाह का अनुमोदन किया । उन्होंने प्रसन्न होकर कहा, "बेटी! तूने योग्य वर चुना है। जोड़ी चिरजीवी रहे।"

EXERCISE 59

दुष्यन्त और शकुन्तला (२)

ऋषि ने उसे अपने चेलों के साथ महाराज दुष्यन्त के यहाँ भेजा। मार्ग में शकुन्तला ने नदी-स्नान किया। उसके पति की दी हुई अंगूठी नदी में गिर गई ।

शकुन्तला दुष्यन्त के सामने उपस्थित की गई। उसने उसे परस्त्री समझकर लौटा दिया ।

एक दिन शहर कोतवाल एक धीवर को महाराज के सामने मारता हुआ लाया। वह बाज़ार में एक अँगूठी बेचने के लिये लाया था जिसपर राजा का नाम खुदा हुआ था । दुष्यन्त ने धीवर को इनाम देकर बिदा किया ।

राजा को बहुत पश्चात्ताप हुआ। वह रथ पर सवार होकर शकुन्तला की खोज में चला। बहुत दूर जाकर उसने अपनी आकृति के एक बालक को शेर के बच्चे के साथ खेलता देखा। पूछने से मालूम हुआ कि वह उसी का पुत्र शकुन्तला के गर्भ से है।

राजा ने शकुन्तला से क्षमा माँगी। उसने उसे अपनी पटरानी और उसके पुत्र को युवराज बनाया।

CHAPTER VI

Biographial

EXERCISE 60

रवीन्द्रनाथ ठाकुर

१८६१—१९४१

रवीन्द्रनाथ ठाकुर सन् १८६१ ई० में कलकत्ते में पैदा हुए थे। बचपन ही में इनकी माता का देहान्त होगया था। इन विश्वविख्यात बंगाली कवि को लड़कपन ही से प्रकृति से बड़ा प्रेम रहा। इन्हें पक्षियों का कलरव, हिरनों का उछलना-कूदना और पुष्पों का खिलना बहुत भाता था। आगे चलकर प्रकृति का सहारा लेकर इन्होंने रचनाएँ कीं।

तेईस वर्ष की अवस्था में इनका विवाह हो गया। इसके पश्चात् इनके पिता ने इनको पैतृक सम्पत्ति का निरीक्षण करने भेज दिया। इस काम के साथ-साथ इन्होंने अनेक पद्यों तथा नाटकों की रचना की। इसी समय इन्होंने "गीतांजलि' एवं 'माली' नामक प्रसिद्ध काव्य रचे। बाद को इन्होने इनका अनुवाद अंग्रेज़ी में किया। संसार भर के साहित्यज्ञों ने इन अनुवादों को पसंद किया। तभी से ये विश्व-कवि कहे जाने लगे। इन रचनाओं के उपलक्ष्य में इनको 'Nobel Prize' प्रदान किया गया। किसी साहित्यज्ञ का इससे बढ़-कर और क्या आदर हो सकता था?

उपर्युक्त के अतिरिक्त इन्होंने अनेक रोचक और सुन्दर पद्यों, नाटकों और कहानियों की रचना की। इन्होंने 'शांति-निकेतन' नामक महती संस्था की स्थापना की। यहाँ संसार के प्रसिद्ध शिक्षक बालक-बालिकाओं को प्रकृति के अनुसार शिक्षा प्रदान करते हैं।

ईश्वर इस महापुरुष की स्मृति चिरस्थायी रखे और वह दिन आये जब इनके विचार कार्य में परिणत हो जायें।

N. B.—Write the life of a man of letters.

EXERCISE 61

पं० जवाहरलाल नेहरू (१)

हमारे चरित्रनायक योग्य पिता के योग्य पुत्र हैं। पण्डित मोतीलाल इलाहाबाद की चोटी पर के वकील थे। आपकी आमदनी बड़े-बड़े राजा, सेठ, साहूकारों से कम न थी। अतएव आप सदा राजसी ठाट-बाट से रहते थे। 'आनन्दभवन' किसी राजा के महल से कम शानदार नहीं था। इसी महल में बालक जवाहरलाल का बड़े लाड़-प्यार से पालन-पोषण किया गया। इनके पढ़ाने के लिये प्रसिद्ध अंग्रेज़ी शिक्षक नौकर थे। ये अंग्रेज़ी संस्कृति ही में पल्लवित हुए।

सन् १६०५ ई० में पं० मोतीलालजी इनको इंगलैंड ले गये। इङ्गलैंड में लगभग सात वर्ष रह कर इन्होंने वहाँ के प्रसिद्ध स्कूल, कॉलिज, विश्वविद्यालय में उच्च कोटि की शिक्षा प्राप्त की और बैरिस्टर बन कर स्वदेश लौटे।

ज़वाहरलालजी बचपन ही से पढ़ने-लिखने के शौक़ीन रहे हैं। ये आज भी मुसाफ़िरी करते समय पढ़ते या मनन करते पाये जाते हैं।

EXERCISE 62

पं० जवाहरलाल नेहरू (२)

सन् १६१२ ई० में घर लौटने पर इन्होंने वकालात शुरू की, किन्तु हृदय देश-सेवा की ओर खिंच रहा था। सन् १६१६ का वर्ष इनके जीवन में महत्त्वपूर्ण है। लखनऊ-कॉंग्रेस में ये महात्मा गाँधी से मिले। उसी वर्ष

दिल्ली में इनका विवाह बड़े धूमधाम से कमलादेवी के साथ हुआ। कमलादेवी आगे चलकर सावित्री के समान सती और झाँसी की रानी के समान वीरबाला सिद्ध हुईं।

पंडितजी ने योरुप की कई बार यात्रा की है। वहाँ रह कर इन्होंने वहाँ की राजनीति का व्यावहारिक ज्ञान प्राप्त किया है। रूस में इन्होंने अधिकांश समय बिताया। 'सोवियट रूस' नामक पुस्तक में इन्होंने वहाँ का जीता-जागता चित्र खींचा है।

जवाहरलाल जी अंग्रेज़ी भाषा और साहित्य के प्रकांड पंडित हैं। अंग्रेज़ी लिखने व बोलने में बड़े-बड़े अंग्रेज़ लेखक और वक्ता इनकी समता नहीं कर सकते। ये अंग्रेज़ी के उच्चकोटि के कवि भी हैं। कुछ दिनों से ये अच्छी-खासी हिन्दी भी लिखने लगे हैं। जब ये पढ़ों और अनपढ़ों के बीच में हिन्दुस्तानी भाषा में भाषण देने लगते हैं तब एक निराली छटा बँध जाती है और श्रोतागण मंत्र मुग्ध हो जाते हैं। इनकी जोशीली वाणी सुनकर विरोधी फड़क उठते हैं।

N. B.—Essay :—'An Indian National Leader.'

CHAPTER VII

(Nature Study)

EXERCISE 63

शरद ऋतु

बरसात के बाद न बहुत गर्मी और न बहुत सर्दी होती है। आसमान बिलकुल साफ़ होता है। ज़मीन पर धूल का नाम तक नहीं रहता। तालाबों में कोकाबेली खूब खिलती है जो चाँदनी रात में दूर से देखने से ऐसी प्रतीत होती है मानो अन्तरिक्ष तक सफ़ेद फूलों का बन खड़ा है। ज़रा सी हवा के झोंके से सबके सब फूल मस्ती में झूमने लगते हैं। कौन हृदयहीन होगा जो इस प्राकृतिक दृश्य को देखकर ईश्वरीय प्रेम में एक बार खुशी से न उछल पड़े।

इस समय पहाड़ों का दृश्य भी अलौकिक होता है। वहाँ हरी-हरी घास के साथ रंग-बिरंगे ख़ुशबूदार फूल नेत्रों को तृप्त करते हैं। दूर से मालूम होता है कि प्रकृति ने इन पहाड़ों को ज़रदोज़ी की हुई हरी-हरी मख़मली चादरों से ढक दिया है।

ज्वार और बाजरे के पौधे जवानी के जोश में हर समय और हर घड़ी झूमा करते हैं। दानों से लदी हुई बालियों को देखकर किसान ख़ुशी से फूला नहीं समाता। आम और जामुन के पेड़ उन दानियों के समान सिर ऊँचा किये हुए खड़े हैं जिन्होंने सर्वसाधारण के हित के लिये अपनी सारी सम्पत्ति दे दी है।

चौपाये नदियों और तालाबों के किनारे लगी हुई घास छक-छक कर चरते हैं और स्वच्छ जल पीकर लोट लगाते हैं।

N *B.* Write an essay on "The Indian Winter.'

EXERCISE 64

Vide composition section for cries and young ones of animals.

प्रकृति–निरीक्षण

मुर्ग़ी की बाँग सुनकर मैं जाग पड़ा। थोड़ी देर तक मैं बिस्तरे पर पड़ा रहा। पूर्व की ओर देखा तो मालूम हुआ कि पौ फट चुकी है। तारे विलीन होने और चिड़ियाँ चहचहाने लगीं। पड़ोस में धोबी का गधा ज़ोर से रेंका और इक्केवाले का घोड़ा हिनहिनाने लगा।

भोला गड़रिया भेड़ों का मिमयाना सुनकर झट से उठा और भेड़ों और मेमनों को खदेड़ता हुआ चरागाह की ओर चला। मैं भी उसके साथ हो लिया। अभी झुटपुटा वक़्त था। मुझे पास की झाड़ी से मेंढक की टर-टर और साँप की फुसकार सुनाई दी। साँप मेढक को निगलने की कोशिश कर रहा था।

इम आगे बढ़े तो देखा कि गायों और बछड़ों के झुण्ड जङ्गल की ओर चले जा रहे हैं। गायें ख़ुशी से कूदती हुई रँभा रही थीं। मैंने भोला को सलाम किया और अघार अहीर के साथ जङ्गल की तरफ़ चल दिया।

जङ्गल के सिरहाने पर हिरनों और हिरनौटों के झुण्ड चर रहे थे। इतने में बाघ की गर्जना सुनाई दी। हिरन बात की बात में ओझल हो गये।

सूरज निकल चुका था। मेरा दोस्त प्यारे बन्दूक़ लिये आ पहुँचा। हम दोनों ने जङ्गल में प्रवेश किया। कौओं की काँव-काँव, कबूतरों की कूँज और शहद की मक्खियों की भिन्नाहट से सारा जङ्गल गूँज रहा था। हाथियों की चिंघाड़ ने इन सब आवाज़ों को दबा दिया। इसी समय शिकारी कुत्तों के भूँकने की आवाज़ सुनाई दी। पलक मारते ही जंगल के छायादार रास्ते से घोड़ों पर सवार शिकारियों की एक टोली निकल गई।

दोपहर हो गई। मैंने और प्यारे ने सागौन के पेड़ की छाया में बैठ कर खाना खाया। बन्दरों की खौखाहट, गिलहरियों की चटचटाहट और तोतों की टें-टें स्वर से स्वर मिला रही थीं।

दिन ढल गया। हम लोग चल पड़े। रास्ते में हमने लोमड़ियाँ, लकड़-बग्घे और तेंदुए देखे। बंदूक़ देख कर हमारे पास किसी को आने की हिम्मत नहीं होती थी।

सूरज डूब गया। सियारों ने भूँकना शुरू किया। हम थकावट से चूर होकर आठ बजे घर पहुँचे। मैं खाना खा कर सो गया। स्वप्न में जंगल का वही नज़ारा दिखाई दिया। उल्लू की घुघआहट से मैं चौंक पड़ा और फिर नींद न आई।

N B. Essay.—A day in the midst of Nature.

EXERCISE 65

लोहा

संसार में लोहे से बढ़कर दूसरी उपयोगी धातु नहीं है । जितना अधिक इसका प्रयोग होता है, उतनी ही अधिकता से यह पाया जाता है । जिस देश में जितना अधिक लोहे का प्रयोग किया जाता है, वह देश उतना ही शक्तिशाली और सम्पन्न होता है । जर्मनी, अमरीका और इंगलैंड में लोहे के बड़े-बड़े कारख़ाने हैं जहाँ से बनकर करोड़ों रुपये का माल विदेशों को भेजा जाता है ।

सुई से लेकर बड़े-बड़े इंजन और हवाई जहाज़ लोहे से बनते हैं । अमरीका में तीस-तीस खण्ड की इमारतें लोहे ही से बनती हैं । हिन्दुस्तान में भी इमारती लकड़ी का प्रयोग उठता जाता है । उसके स्थान में लोहे की सीख़ें, चद्दरें और कड़ियाँ काम में आती हैं । सन् १९३४ के भयंकर भूकम्प ने सिद्ध कर दिया है कि यदि बुनियाद और दीवालों में लोहे की सीखें लगाई जायँ तो भूकम्प से इमारत की रक्षा हो सकती है ।

खेद का विषय है कि हिन्दुस्तान की खानों में इतना लोहा होने पर भी यहाँ के निवासियों को कल-पुर्ज़े और हर रोज़ के इस्तेमाल की चीज़ों के लिये विदेशों का मुँह ताकना पड़ता है । जमशेदपुर में सबसे बड़ा लोहे का कारख़ाना है । देश में इसके समान सैकड़ों कारख़ानों की ज़रूरत है ।

ईश्वर वह दिन लाये जब हमारे देश से मोटर, इंजन, जहाज़ और वायुयान दूसरे देशों को भेजे जायँ । सरकार को चाहिए कि लोहे की खानों की खोज करावे और कारख़ानों की मदद करे ।

EXERCISE 66

वसंत-वर्णन

शीतल-मन्द-सुगन्ध वायु बहुत भली मालूम होती है । चम्पे की भीनी-भीनी सुगन्ध वातावरण में फैल रही है । गुलाब की कलियाँ छिटक रही हैं । फूलों से लदी हुई चमेली दूर से सफ़ेद चादर से ढकी-सी दिखाई देती है । गेंदे के फूल हवा में नाच रहे हैं । बाग़ का हरा मैदान मोतियों से जड़ा हुआ मख़मली ग़लीचा-सा प्रतीत होता है । उस पर छोटी-छोटी चिड़ियाँ बैठी हुई हृदयाकर्षक गीत गा रही हैं । वे अपनी मधुर तान से नगर की संगीत-मण्डली को मात करती हैं । आम्र-मञ्जरी के चारों तरफ़ शहद की मक्खियाँ झङ्कार कर रही हैं । तालाब का पानी साफ़ है । नीले, पीले, हरे, बैंगनी, लाल और सफ़ेद कमल खिल रहे हैं । उनके ऊपर भौंरे गूँज रहे हैं । प्रकृति का यह सुन्दर दृश्य किसको अच्छा न लगेगा ?

N. B. Essay : The Rainy Season or the Summer.

CHAPTER VIII

(Miscellaneous)

EXERCISE 67

(A Sketch)

नन्दू लोहार

नन्दू लोहार बड़ा मेहनती आदमी है । वह सवेरे से शाम तक एक न एक चीज़ बनाया करता है । उसके साथ गठीले बदन का एक नौजवान काम करता है जो कभी घन चलाता है, कभी धौंकनी धौंकता है और कभी अपने उस्ताद के साथ ताले, तालियाँ, चिमटे, चाक़ू, क़ैंचियाँ, उस्तरे, फावड़े, कुदारियाँ वग़ैरह बनाता है । लोहे का कोई ऐसा सामान नहीं है जो नंदू और उसका शागिर्द मुन्नू न बना सकें ।

मुन्नू के अलावा गाँव के चार-पाँच छोटे-छोटे बालक भी इस कारख़ाने में काम सीखते हैं। नन्दू इन्हें लियाक़त के मुआफ़िक़ मज़दूरी देता है।

उस्ताद अपने शागिर्दों पर बड़ा दाब रखता है। कोई उसका हुक्म नहीं टालता। नंदू बड़ी परख का आदमी है। वह सोच समझ कर शागिर्द बनाता है। कोई चाहे जितनी सिफ़ारिश लाये व ख़ुशामद करे, अगर उसकी समझ में नहीं आता है तो वह उसका लड़का कारख़ाने में दाख़िल नहीं करता।

मई और जून के महीनों में भी उस्ताद शागिर्द दिन भर काम में लगे रहते हैं। इन्हीं दिनों में खेती के नये-नये औज़ार बनाये जाते और पुरानों की मरम्मत की जाती है। हल बनाने में दूर-दूर के लोहार भी नन्दू की बराबरी नहीं कर सकते। किसान उसे मुँहमाँगी मज़दूरी देते हैं। वह पहले मज़दूरी धरा लेता है, पीछे काम में हाथ डालता है। वह वादे का भी सच्चा है। जितना काम उसके यहाँ हो सकता है, उतना ही लेता है। उसे काम डाल रखना पसंद नहीं है।

निहाई और हथौड़े-हथौड़ियों की खटपट की आवाज़ बहुत दूर से सुनाई देती है। शाम के वक़्त धौंकनी बड़े ज़ोर से साँस छोड़ती है। लोग समझते हैं कि कारख़ाना बन्द हो गया है।

नन्दू बाहर से भी माल मँगवाता है। उसकी दूकान पर देशी व विलायती लोहे का सामान रहता है। तरह-तरह की कीलें, सिटकिनियाँ, जंज़ीरें कुंडियाँ वग़ैरह उसी की दूकान पर मिल सकती हैं।

N. B. Essay :—A day in the life of a *Dhobi*

EXERCISE 68

काम की बातें

कुछ लोग अपनी ही बात कहा करते हैं। वे समझते हैं कि इससे लोग उनके रोब में आकर उन्हें बड़ा मानेंगे या उनसे हमदर्दी करेंगे।

यह दोस्तों की प्रकृति पर निर्भर है । सहयोगी बहुत कम मित्र होते हैं । उनके बीच में बैठकर सुख-दुःख का राग अलापना नहीं चाहिए। वह दिखावटी हमदर्दी भले ही करें, किन्तु पीठ पीछे मज़ाक करते हैं और हानि पहुँचाने की कोशिश करते हैं । इस तरह से हमारी कठिनाइयाँ हानि पहुँचाने की कोशिश करते हैं । इस तरह से हमारी कठिनाइयाँ बढ़ जाती हैं।"

सौ में नब्बे आदमी अपनी बुद्धि पर अभिमान करते हैं । वे दुनिया को नीचा समझते हैं और दूसरों को हानि पहुँचा कर अपना उल्लू सीधा करते हैं।

कुछ लोगों का कहना है, "अगर तुम रहना चाहते हो तो दूसरों को चट कर जाओ।" संसार में बड़ी होड़ लगी हुई है । वही बचेगा जो सबसे अधिक योग्य है।

अगर तुम सुख से रहना चाहते हो तो अपने बल, बुद्धि और धन को बढ़ाते जाओ। जो मिले उसी पर संतोष करो और ज़्यादा मिलने की कोशिश करो। न तो लाभ पर प्रसन्न हो और न हानि पर दुःखी ।

मित्रता और शत्रुता स्थिति पर निर्भर हैं । जो आज मित्र है, वह कल शत्रु हो सकता है ! अस्तु अपना रहस्य मित्र के सामने भी मत प्रकट करो । तीन आदमियों के बीच में कही हुई बात प्रमाणित हो जाती है।

अगर तुम उन्नति करना चाहते हो तो बहुत पढ़ो, ज़्यादा सोचो और कम बोलो ।

EXERCISE 69

प्रातःकाल का उपयोग

सवेरे का समय बड़ा ही सुहावना होता है । रँग-बिरंगी चिड़ियों का मधुर गान चित्त को प्रसन्न कर देता है । शीतल-मन्द-सुगन्ध वायु बल को बढ़ानेवाली होती है । जो लोग सूर्योदय के पूर्व उठते हैं, वे

स्वस्थ और चिरजीवी होते हैं । कोयल की तान मन को हर लेती है। फूलों की महक दिमाग़ को ताज़ा करती है और हरी-हरी घास आँखों को तरावट देती है । सवेरे टहलना या नदी-स्नान अवश्य करना चाहिए। इसीलिये नदी-स्नान को महत्व दिया गया है ।

प्रातःकाल का काम सबसे श्रेष्ठ होता है । जिस मनुष्य का शरीर निर्बल है, उसे प्रातःकाल ही व्यायाम करना चाहिए । जिसका मस्तिष्क निर्बल है, उसे इसी समय मनन अथवा साहित्यिक काम करना चाहिए । प्रातःकाल ईश-प्रार्थना करने से मन दिन भर स्थिर और शान्त रहता है ।

EXERCISE 71

(Typical Passages followed by English rendering)

होशियार बाप

बदल बुढ़ापे का सताया हुआ था । उसने सारी दौलत लड़के और बाल-बच्चों की परवरिश में सर्फ़ कर दी थी । उसके पास एक पाई भी न रह गई । बेचारे बूढ़े को लड़कों का मुँह ताकना पड़ता था। कृतघ्न बेटे और उनकी स्त्रियाँ उसका तिरस्कार करने लगीं । जवानी में बदल ख़ुशहाल था और पानी की तरह रुपया ख़र्च करता था । अब उस अभागे को जो कुछ भोजन मिलता, वह उससे ही संतोष कर लेता था। चंद दिनों में थोड़ा बहुत भोजन जो उसे मिलता था, वह भी बन्द हो गया । वह आत्माभिमानी था और किसी के सामने हाथ पसारना नहीं चाहता था ।

भूख बुरी बला होती है । एक रात को वह खिसक गया । उसके बेटे इस बेकार के बोझे से हल्के हो गये । उसने लखनऊ में किसी महाजन के यहाँ नौकरी कर ली । साल के अन्त में वह अच्छे कपड़े पहने हुए लौट आया । कुटुम्बियों ने उसका हार्दिक स्वागत किया ।

उसने बहुओं को अच्छे तोहफ़े दिये। वे बहुत ख़ुश होकर उसके साथ अच्छा बर्ताव करने लगीं।

बूढ़े ने कुछ कंकड़ियाँ बीनकर बचे हुए रुपयों में मिला दीं और कभी-कभी उन्हें अपनी कोठरी में खनखनाया करता था। उसके लड़कों को विश्वास हो गया कि उसने बहुत-सी दौलत इकट्ठी कर ली है जो उन्हें उसके मरने पर मिलेगी।

बदल अक्सर कहा करता था, "जो कोई मेरी अधिक सेवा करेगा, उसी को मैं अपनी सम्पत्ति का ज़्यादा हिस्सा दूँगा।" लड़कों ने आपस में बड़ी होड़ की। दिन पर दिन उसकी क़द्र बढ़ती गई। उसका शेष जीवन आराम से कटा।

बदल की मौत हो गई। उसके लड़कों ने बड़ी धूमधाम से मृतक-संस्कार किया और आलीशान दावत की। मगर अफ़सोस, जब उसका ख़ज़ाना खोदा तो उनकी आशाओं पर पानी फिर गया। उन्हें छः सात रुपये बहुत सी कंक-ड़ियों के साथ मिले। अन्त में वे समझ गये कि बूढ़ा बाज़ी ले गया।

EXERCISE 72

वफ़ादार घोड़ा

एक सिपाही किसी जागीरदार के मातहत था, जिसने सैनिक सेवा के बदले उसे कुछ ज़मीन माफ़ दे रक्खी थी। जागीरदार ने सिपाही के पास सँदेसा भेजा कि राजा का दुश्मन रियासत पर हमला करनेवाला है और वह जल्दी घोड़े पर सवार होकर मैदान जंग पर पहुँच जाये। इसी तरह उसने दूसरे मातहत सिपाहियों को सूचना दी।

जागीरदार, उनके नायब और सिपाही लड़ाई के मैदान में अपनी-अपनी जगहों पर आ डटे। लड़ाई शुरू हो गई। तलवार और भाले खपाखप चलने लगे। तीरों ने टिड्डियों की तरह आकाश ढक दिया। दोनों तरफ़ से सवार और पैदल हज़ारों की संख्या में मारे गये।

यह सिपाही भी घायल होकर ज़मीन पर गिर पड़ा। स्वामी की इस दशा ने घोड़े को बेचैन कर दिया। वह दुश्मन की आँख बचाकर बेहोश मालिक को कमरबंद से पकड़ कर जङ्गल की तरफ़ भागा। वहाँ उसने उसे सुरक्षित स्थान में लिटा दिया और पास ही खड़ा रहा।

शाम के वक़्त सिपाही को होश आया। उसे अपने को इस निर्जन स्थान में पाकर बड़ा अचरज हुआ। जब उसने अपनी आँख चारों तरफ़ फिराई तो घोड़े को पास ही खड़ा पाया। बड़ी कठिनाई से घोड़े पर सवार होकर वह घर पहुँचा। वहाँ उसकी ठीक तरह से मरहम-पट्टी व देखरेख की गई। वह थोड़े ही दिनों में पहले की तरह चंगा हो गया।

युद्ध बन्द हुआ और राजा की जीत हुई। राजा ने सिपाही को ऐसा घोड़ा रखने के कारण बहुत इनाम दिया।

EXERCISE 73

अयोग्य बेटा

किसी जंगल में एक सेमर का पेड़ था। उसकी चोटी पर बहुत से कबूतरों के घोंसले थे। एक जोड़े के कोई संतान न थी। उन्होंने संतान-प्राप्ति के लिये ईश्वर से प्रार्थना की। ईश्वर ने उनकी सुन ली।

कबूतरी ने दो अन्डे दिये। समय पाकर दो सुन्दर बच्चे निकल आये। एक तो पैदा होते ही मर गया। माँ-बाप दूसरे को बहुत चाहते थे। धीरे-धीरे वह सयाना होगया। उन्होंने उसे उड़ना और दाना चुगना सिखाया। वे उसको बड़ा लाड़-प्यार करते और उसकी इच्छाएँ पूरी किया करते थे। वह निकम्मा निकला और उनका कहना नहीं मानता था; तिसपर भी वे उसकी कार्यवाहियों को सहन करते थे।

एक बार उड़ते-उड़ते उन्होंने धुँधले रंग का एक जाल देखा। उस पर चावल के दाने बिखरे हुए थे। बहुत-सी चिड़ियाँ निडर होकर उन्हें चुग रही थीं। नौजवान कबूतर नीचे उतर कर भूख बुझाना चाहता था। माँ-बाप ने उसे ऐसा करने से मना किया। लेकिन उसने सुनी अनसुनी कर दी। वह नीचे उतर कर दाने चुगने लगा। जब कुछ शेष न रहा, चिड़ियों ने उड़ने की कोशिश की। वे व्यर्थ में फड़फड़ाती रहीं।

उन्हें जाल में फँसा देखकर चिड़ीमार, जो एक पेड़ के नीचे बैठा था; ख़ुशी से उनके पास दौड़ता हुआ आया। उसने एक-एक करके चिड़ियाँ झाबे में भर लीं और उसे ढक्कन से ढक कर मज़बूती .स दिया। भूखा चिड़ी-मार कबूतर के पर उखाड़ उसे भून कर खा गया।

पेड़ पर बैठे हुए माँ-बाप ने यह हृदय-विदारक दृश्य देखा। उन्होंने एक मत होकर यह निश्चय किया कि हमारे बच्चे की मृत्यु का कारण हमारी ही उदारता थी जिसने उसे बिगाड़ दिया था।

EXERCISE 74

शराबी

तीसरे पहर तीन बजे तक ख़ूब पानी बरसता रहा। सड़कें कीचड़ से भरी थीं। लड़के अपने-अपने घरों को बस्ते दबाये जा रहे थे। एक जगह उन्होंने एक आदमी कीचड़ में पड़ा देखा। वे उसके सामने खड़े होकर कहने लगे, "पागल है।"

इतने में उनके मास्टर साहब वहाँ आ गये। उन्होंने ज़ोर से कहा "उसे मत छेड़ो, घर जाओ।"

एक लड़का, जो दूसरों की अपेक्षा मुँहफट था, बोला, "यह अजीब आदमी है। यह साथ ही साथ हँसता और रोता है। उस दिन तो यह बिल-कुल अच्छा था। आज यह पागल होगया है। क्या मामला है?"

उस्ताद ने नर्मी से कहा, "यह पागल नहीं है। यह शराबी है। इसने इतनी शराब पी ली है कि इसकी सुधबुध जाती रही है और बौखल की तरह बकता है। याद रक्खो कि सब शराबियों की कभी न कभी ऐसी ही हालत होती है। वे अपना धन फूँकते हैं और जिस्मानी व दिमाग़ी तन्दुरुस्ती बरबाद करते हैं। वे लोगों की दृष्टि से गिर जाते हैं और उनका कोई विश्वास नहीं करता। कभी शराब, ताड़ी, अफ़ीम, चरस, भाँग वग़ैरः इस्तेमाल न करना।"

यह नसीहत कर चुकने पर उस्ताद ने डोली मँगवाई और उस आदमी को उसमें बैठाकर थाने भिजवाया।

लड़कों ने उस्ताद से पूछा, "जनाब आपने उसे थाने क्यों भिजवाया?"

"वहाँ उसका चालान किया जायगा और फिर वह फ़ौजदारी अदालत में पेश किया जायगा।"

इसके बाद भीड़ तितर-बितर होगई।

EXERCISE 75

नादान नौकर

किसी मदारी के पास, जिसने अपने हुनर में बहुत शोहरत हासिल कर ली थी, एक भालू था। उसने उसे बहुत से खेल सिखाये थे। वे दिन भर तमाशे दिखाते हुए गलियों में फिरा करते थे। डमरू की आवाज़ सुनते ही बच्चों के झुंड के झुंड उसके पीछे दौड़ते थे। उनकी कशिश का बाइस (आकर्षण का कारण) मदारी न था, बल्कि भालू। मदारी उस पालतू जानवर को हुक्का पिलाता, नचाता और सारंगी बजवाता था। उसे इनाम में रुपये, पैसे, खाना और उतारे हुए कपड़े मिलते थे। उसके पेशे को देखते उसकी आमदनी माक़ूल (पर्याप्त) थी।

भालू न सिर्फ़ मालिक को उसके पेशे में मदद देता था, बल्कि इधर-उधर के काम भी कर देता था। वह सौदा ख़रीद लाता, पानी खींचता, घर में झाड़ू लगाता, बर्तन माँजता, आग सुलगाता और रोटी पकाता था।

भालू की तरह दूसरा नौकर इतना काम नहीं कर सकता था। गर्मी में एक दिन तीसरे पहर मालिक सो गया और भालू उस पर पंखा झलता रहा। एक मक्खी बार-बार नाक पर बैठती थी। भालू ने उसे भगाने की कोशिश की; फिर भी वह कभी भिनभिनाती हुई इधर-उधर उड़ने लगती थी। भालू को ग़ुस्सा आ गया। उसने इस ज़ोर का पंजा मारा कि मक्खी मर गई। मगर बदक़िस्मती से उसके मालिक का चेहरा बुरी तरह से घायल हो गया। उसके दोस्त उसे अस्पताल उठा ले गये। बेचारे का चेहरा जिन्दगी भर के लिए बिगड़ गया।

EXERCISE 76

चालाक बाज़

फ़ाख्तों का एक झुंड किसी जङ्गल से सटे हुए खेत में चर रहा था। एकाएक एक पालतू बाज़ उन पर झपटा। उसने उनमें से एक को पकड़ लिया। एक बूढ़ा बाघ, जो घात में बैठा हुआ था, बाज़ पर टूट पड़ा। बचने का कोई उपाय न देखकर बाज़ ने बाघ से बड़ी नम्रता से कहा, 'यदि तुम मुझे छोड़ दो तो मैं तुम्हारा उपकार करूँगा। मैं तुम्हें अच्छी-अच्छी चिड़ियाँ खाने को दूँगा जिससे तुम्हारी गई हुई शक्ति आ जायेगी।

बाघ ने उसे छोड़ दिया और वह उड़ गया। थोड़े ही समय में बाज़ ने लौटकर बाघ के सामने कुछ चिड़ियाँ रख दीं। अब तो बाघ को उस पर पूरा विश्वास हो गया।

दूसरे दिन बाज़ ने आकर कहा, "आज तुम्हें मनुष्य का माँस खाने को मिलेगा। मुझमें इतनी ताक़त नहीं है कि किसी मनुष्य को मार सकूँ, परन्तु

मैं लालच देकर एक बाघ को यहाँ ला सकता हूँ। जैसे वह तुम्हारे पास से निकले, उसे उठा कर जङ्गल में भाग जाना।"

यह कह कर वह उड़ गया।

सूरज डूबने पर बाघ सड़क के पास झाड़ी में बैठ गया। थोड़ी देर बाद उसने एक आदमी को निहत्थे देखा। शिकार को अपनी पहुँच के भीतर देख कर बाघ ख़ुशी से फूला न समाया।

शिकारी ने उसे पहले ही से देख लिया था। उसने रिवाल्वर निकाल कर उस पर गोली चलाई। वह धरती पर गिर कर लोटने लगा। तब उसने अपना लम्बा शिकारी चाकू निकाल कर उसका सिर धड़ से जुदा कर दिया। बाज़ अपने स्वामी की कलाई पर बैठ गया। उसने उसे बार-बार चूमा।

दुश्मन को छोड़ देना अपना ही नाश करना है।

EXERCISE 77

निर्बल राजा

सिंह जङ्गल का राजा था। सब जानवर उसकी आज्ञा मानते थे। बुढ़ापे ने उसकी शारीरिक तथा मानसिक शक्ति हर ली थी। स्वभावतः उसे अपने सरदारों का सहारा लेना पड़ा जिनकी इच्छा राज्य का न्याय बन गई। बाघ, लकड़बग्घे, तेंदुए आदि उसके अनुचर थे। उसने शिकार खेलना छोड़ दिया था। उसे माँद ही पर भोजन दिया जाने लगा।

उतरती अवस्था में शेरनी ने दो बच्चे दिये। माँ-बाप ने उनका बड़ा लाड़-प्यार किया और निर्धारित सीमा से कभी बाहर न जाने दिया। फलतः वे डरपोक हो गये। वे दरबारियों के इशारों पर चलते थे जो राजा और रानी से बालते समय मीठे और ख़ुशामदी शब्दों का प्रयोग करते थे। इससे

नवयुवक राजकुमारों पर बुरा असर पड़ा। उन्हें भी डींग मारने की बान पड़ गई।

शेर पेचिस से मर गया। शेरनी पति का वियोग न सह सकी और कुछ दिन में चल बसी। बड़ा बच्चा राजा बनाया गया और छोटा उसका वज़ीर। पर उन दोनों में मित्रता न थी। एक दूसरे की जड़ उखाड़ने की कोशिश करता था। छोटे भाई ने बड़े भाई के प्रति षड्यंत्र रचा। उसे सिंहासन से उतार दिया गया और बिना प्रतिरोध के उसे मार डाला।

नये राजा ने अपने को बहुत बुरा प्रमाणित किया और उच्चाकांक्षी-सरदारों का अस्त्र बन गया। समता और न्याय कहीं भी दृष्टिगोचर न होते थे। निर्बल सबल के पंजों में पड़ गये। जङ्गल के निवासियों में गड़गड़ मच गई। उनमें से बहुतों ने सदा के लिये जङ्गल छोड़ दिया और एक नवीन उपनिवेश स्थापित किया।

बाघ ने, जो सबसे बड़ा अफ़सर था, सर्वसम्मति से निर्बल राजा को मारकर रियासत की बागडोर अपने हाथ में ली। अल्पकाल में उसने नियमित प्रबन्ध और शांति स्थापित की।

EXERCISE 78

भाई भाई का प्रेम

संध्या के समय मोती और जोती नाम के दो बालक खेलते-खेलते दूर निकल गये और जङ्गल में रास्ता भूल गये। सूरज पश्चिमी क्षितिज के नीचे चला गया और अँधेरा फैल गया। उन्हें बाहर निकलने का मार्ग न मिला। जङ्गली जानवरों की आवाज़ उनके कोमल हृदयों को दहलाये देती थी। कड़ाके का जाड़ा पड़ रहा था। दोनों बालक कमीज़ और धोती पहने हुए थे। भूख और ठंड उन्हें हद से ज़्यादा सता रही थी।

जोती रोने लगा। उसकी दशा से मोती का दिल टूट गया। उसने उसके आँसू पोंछ डाले और यह कहकर ढाढस बँधाया, "भाई! हिम्मत न हारो। हम घर लौट नहीं सकते। हमें इसी जङ्गल में रात काटनी है। सवेरे हम रास्ता ढूँढ लेंगे। ईश्वर हमारी रक्षा करेगा।"

बाघ की डरावनी गर्जना ने छोटे भाई का दिल दहला दिया, परन्तु तुरन्त नींद ने उस पर अधिकार जमा लिया। मोती ने उसके लिये पत्तियों का बिस्तर तय्यार किया। इसके बाद उसने भाई को अपनी धोती से ढक दिया। बड़ा भाई छोटे भाई के पास बैठ गया। और रात भर उसकी आँख न झपकी। उसके बेचैन दिमाग़ में विचारों का ताँता बँध गया। उसने अपनी जान निछावर करके भाई के बचाने का इरादा कर लिया था।

सवेरे एक गड़रिया वहाँ आया। लड़कों ने उसे अपनी दुःखभरी कहानी कह सुनाई। उनपर दया करके उसने अपनी रोटी उन्हें दे दी और जंगल के बाहर ले आया।

रास्ते में उसे उनका पिता मिला जो रात भर उन्हें खोजता फिरा था। बेटों को सकुशल देखकर वह मारे खुशी के रोने लगा और दयालु गड़रिये के प्रति कृतज्ञता प्रकट की।

EXERCISE 79

मूर्ख मित्र

भालू का बच्चा और बाघ का बच्चा आपस में जिगरी दोस्त थे। वे अपनी प्रकृति को भूल शांति से रहते थे। एक दूसरे के बिना बेचैन था। उम्र बढ़ने पर भी उनकी दोस्ती में कमी न आई।

एक दिन भालू ने बाघ से कहा, "भाई! अब हम सयाने हो गये हैं। यह अच्छा नहीं लगता कि हम दूसरों के सहारे रहें। यहाँ तुम्हारे बाप का राज्य है। पर मैं तुम्हारा उस जङ्गल में राज्य स्थापित करूँगा जहाँ अधिकतर

मेरी जाति के लोग रहते हैं। मैं उन्हें समझा बुझा दूँगा और वे बिना किसी आपत्ति के तुम्हारा शासन स्वीकार करेंगे।"

बाघ ने कहा, "बहुत ठीक! जैसी तुम्हारी मर्ज़ी हो, वैसा करो।" भालू ने वहाँ जाकर अपने दोस्त की विश्वास में न आनेवाले शब्दों में तारीफ़ की। उसने सीधे-सादे जानवर अपनी तरफ़ मिला लिये। उन्होंने उसके दोस्त को अपना स्वामी बनाने का बचन दिया। परन्तु बुद्धिमानी ने उसके शब्दों पर संदेह किया, पर कुछ कहा नहीं।

जब नौजवान भालू चला गया, उन्होंने सभा करके अंत तक लड़ने का निश्चय किया। बाघ के जङ्गल में घुसते ही सब उस पर टूट पड़े। भालू अपने दोस्त को छोड़कर पेड़ पर चढ़ गया। बाघ इतनी बड़ी संख्या का मुक़ाबिला न कर सका। तुरन्त उसका अंत हो गया।

अब उन्होंने पेड़ घेर कर नौजवान भालू को लड़ने के लिये विवश किया। परन्तु वह पेड़ से उतरना नहीं चाहता था। अंत में उन्होंने उसके बड़े भाइयों से पुकार कर कहा, सज्जनो! सिर्फ़ आप लोग पेड़ पर चढ़ना जानते हैं और इस जङ्गल में अधिकतर आप ही की जातिवाले बसते हैं। देखिये यह आपकी बिरादरी का होकर एक विदेशी को आप पर शासन कराने के लिये लाया था। अब आप लोगों में से कोई इसे नीचे उतार लाये; हम इसका काम तमाम कर देंगे।

यह सुनकर एक हट्टाकट्टा भालू पेड़ पर चढ़ गया और उस मूर्ख को नीचे ढकेल दिया। जानवरों ने उस विश्वासघाती को फ़ौरन मार डाला।

नादान दोस्त से दुश्मन अच्छा होता है।

EXERCISE 80

ताक़तवर दुश्मन कैसे जीता जा सकता है ?

किसी जंगल में एक भयानक साँप रहता था। वह मेढक, चूहे, चिड़ियाँ आदि जंतुओं के लिये मानों एक बला था। उसके डर के मारे उन्होंने आपस में मिलना-जुलना बन्द कर दिया था। चिड़ियाँ उसे न सह सकीं। अन्त में उन्होंने जमा होकर उसके विरुद्ध षड्यंत्र रचा। वे साँप के किसी ताक़तवर दुश्मन की तलाश में इधर-उधर उड़ती रहीं। उड़ते-उड़ते उन्होंने एक नेवले को अपना शिकार खाते देखा। उसे साँप का ठीक जोड़ समझकर वे उतर पड़ीं और अपनी दुःखभरी कहानी कह सुनाई। नेवला, जो साँप का पैदाइशी दुश्मन था, अपनी क़ौम को नुक़सान पहुँचानेवाले से बदला लेने के लिये इस अच्छे मौक़े से लाभ उठाना चाहता था। उसने ख़ुशी से उनकी प्रार्थना स्वीकार की। चिड़ियाँ आसमान पर उड़ी जाती थीं और नेवला धरती पर दौड़ा जाता था। उन्होने साँप के बिल तक सफ़र जारी रखा।

चिड़ियों ने चिल्लाकर कहा, "वहाँ हमारा दुश्मन रहता है।"

नेवला बोला, "बहुत अच्छा! जैसे ही कमबख्त तुम पर हमला करेगा, मैं बिजली की तेज़ी से उसपर टूट पड़ूँगा।"

साँप चिड़ियों का चहचहाना सुनकर बिल से निकल पड़ा। उसने देखा कि चिड़ियाँ और मेढक ख़ुशी से फूले नहीं समाते। उसने सोचा, "आज क्या मामला है ? क्या यह परिवर्तन जादू द्वारा किया गया है ? वास्तव में दाल में कुछ काला है।"

साँप फिर बिल में घुस गया और बाहर निकलने के लिये अपने मौक़े का इन्तज़ार करता रहा। चालाक नेवले ने फ़ौरन सारे मामले को ताड़ लिया। स्थापित कीर्ति का अनुभवी योद्धा होने के कारण वह लड़ाई की चालें अच्छी तरह जानता था। उसने अपने मित्रों को बिना हिले-डुले बैठने के लिये इशारा किया और ख़ुद साँप की घात में बैठ गया।

साँप ने भूख से व्याकुल हो अपना सिर बाहर निकाला। फ़ौरन् नेवले ने उसका सिर पकड़ कर उसे बाहर खींच लिया।

अंत में नेवले ने अपना पुराना दुश्मन मार डाला। चिड़ियों और उनके मित्रों ने बहुत ख़ुशियाँ मनाईं और नेवले की बुद्धि और वीरता की बड़ाई की।

EXERCISE 81

असली मज़ाक

एक दिन गोपाल और शंकर सैरसपाटे को निकले। गर्मी का दिन था। वे एक पेड़ के नीचे बैठ गये। पास ही एक घसियारा हरियाले मैदान में घास काट रहा था। वह काम में इतना लगा हुआ था कि उसे आस-पास की कोई ख़बर न थी। उसके जूते उसी पेड़ के नीचे पड़े हुए थे।

दोनों लड़के बहुत देर तक उसे ताकते रहे, पर उसने उनकी तरफ़ ध्यान नहीं दिया। सिर्फ़ दिल्लगी के लिये वे उसे छेड़ना चाहते थे। गोपाल ने शङ्कर से कहा, "दोस्त उसके जूते टरका देंगे! जब वह यहाँ आयेगा तो उसे मालूम होगा कि जूते ग़ायब हैं। ज़रूर, वह इस नटखटी का दोष हम पर लगायेगा और फिर हम उसे बेवक़ूफ़ बनायेंगे। बलाशक वह आपे से बाहर हो जायेगा और हम उसे सबक़ सिखा देंगे।"

शङ्कर, जो दयालु स्वभाव का था, बोला "दोस्त, तुम अमीर आदमी के लड़के हो। किसी को सताना तुम्हारी शान के ख़िलाफ़ है। वह ग़रीब आदमी है। इस नुक़सान से उसका दिल दुखेगा। वह थोड़ा कमाता है और मालूम होता है कि बड़ा कुनबा पालता है। अगर तुम दिल्लगी ही करना चाहते हो तो दूसरी तरह से कर सकते हो। जूतों में एक-एक रुपया रख दो और फिर देखना कि वह क्या करता है।"

गोपाल ने वैसा ही किया। दोनों लड़के झाड़ी में छिप गये। घसियारा काम कर चुकने पर जूते पहिनने के लिये वहाँ आया। जूतों में रुपये देखकर वह भौचक्का-सा रह गया। पहले तो वह उन्हें उठाते हुए हिचकिचाया। फिर उसने सोचा कि इन्हें ले लेने में कोई पाप नहीं है। यह तो ईश्वर की कृपा है। वह उन्हें जेब में डालकर सिर पर घास का गट्ठा लादे हुए घर की तरफ़ चल दिया।

जब वह कुछ दूर निकल गया, तब गोपाल ने शङ्कर से कहा, 'हमारी हँसी उपकारी है। आज उसके बीवी-बच्चे बहुत ख़ुश होंगे। शायद उसने ज़िन्दगी भर एक दिन में दो रुपये न कमाये होंगे।"

दोनों दोस्त कुछ दूर हट कर उसके पीछे-पीछे चले। झोंपड़ी पहुँच कर घसियारे ने बोझ कोने में डाल दिया। उसकी बीबी जो दरवाज़े पर बैठी थी, उसे ख़ुश देखकर बोली, "अजी, आज तो तुम कुछ और ही दिखाई पड़ते हो! तुम्हारा चेहरा खिला हुआ है। प्यारे, कोई ख़ुशखबरी लाये हो?"

घसियारा खूब हँसा और स्त्री के हाथ पर दो रुपये रख दिये। उसने मुस्करा कर सवालों की झड़ी लगा दी। फिर घसियारे ने सारा क़िस्सा कह सुनाया। बच्चे भी हँसते हुए उनकी बातचीत में शामिल हो गये। स्त्री ज़रूरी सामान मोल लेने के लिये बाज़ार दौड़ी गई। दोनों दोस्त उस परिवार की प्रसन्नता का आनंद लूटते हुए थोड़ी दूरी पर खड़े रहे। गोपाल ने शङ्कर से कहा, 'मैं तुम्हारा बड़ा कृतज्ञ हूँ, क्योंकि तुमने मुझे उपकारी हँसी करना सिखाया है।"

EXERCISE 82

ग़रीबी बुरी बला है

उस झोपड़ी में कोई झुक कर ही जा सकता था। पानी और हवा ने

छत के फूँस को छितरा कर और दीवालों की मिट्टी बहा कर अपना रास्ता निकाल ही लिया था। मनुष्य की कौन कहे प्रकृति को भी इस ग़रीब परिवार पर दया न आई। एक युवती दुधमुँहे बच्चे को छाती से लगाये गीले फ़र्श पर बैठी थी। उसके पास ही दो नन्हें-नन्हें बालक पड़े हुए थे जो बूँदों के पड़ने और ठन्डी हवा के झोंके लगने से कभी-कभी चौंक पड़ते थे। माँ उन्हें थप-थपा कर सुलाने की कोशिश करती थी, पर भूख उन्हें बारबार जगा देती थी। अन्त में वे जग पड़े और आँधी-पानी का खयाल न करके बोले, "अम्मा रोटी ! अम्मा रोटी !"

उन सूखी हड्डियों को एक तरफ़ तो गोदी का बालक चूस रहा था। और दूसरी तरफ़ दोनों बालकों के भोजन और वस्त्र की चिंता जर्जरित किये डालती थी। बेचारी, "सवेरा होने दो, तो रोटी दूँगी । बप्पा गुड़ लायेंगे, रोटी के साथ खाना" आदि शब्द कह कर उन्हें चुप कर देती थी।

बालक गुड़ का नाम सुनकर बड़ी उत्कंठा से झँझरियों को देखते हुए उजाले की प्रतीक्षा कर रहें थे। अजस्र वर्षा हो रही थी। चारों तरफ़ अंधकार छाया हुआ था, जो क्षण मात्र के लिये बिजली की चमक से हट जाता था। बच्चे इसे प्रातःकाल की रोशनी का अनुमान कर ख़ुशी से उछल पड़ते थे। परन्तु फिर अंधेरा ज्यों का त्यों हो जाता था और उनकी आशा निराशा में डूब जाती थी। वे माँ से पूछने लगते, "अम्मा बार-बार सवेरा होता है और फिर रात हो जाती है। यह क्या ?"

माँ उन्हें समझाने न पाई थी कि फूँस की झोंपड़ी हवा में उड़ गई और इतने बड़े-बड़े ओले गिरे कि चारों प्राणियों ने तुरन्त इस पार्थिव दुःख से छुटकारा पाकर ईश्वर की गोद में चिरंतन विश्राम प्राप्त किया।

EXERCISE 83

विलियम वालेस

स्कॉटलैंड के हर लड़के ने विलियम वालेस का नाम सुना होगा। उसकी मौत को हुए छः सौ सैंतीस वर्ष बीते, पर उसकी शोहरत अब तक ताज़ी है।

एडवर्ड पहले ने स्काटलैंड को जीत लिया और उस पर इंसाफ़ से राज करने की कोशिश की। उसके सर्दारों ने स्काटों के साथ बड़ी बेहरमी का बर्ताव किया। विलियम की मातहती में उन्होंने बग़ावत का झंडा उठाया और फ़ौरन अंग्रेज़ों को अपनी मातृभूमि से भगा दिया। विलियम और उसके साथियों ने अंग्रेज़ी सीमा पर हमला करके दुश्मनों से उचित बदला ले लिया।

सन् १२९८ ई० में एडवर्ड ने एक बड़ी सेना लेकर स्कॉटलैंड की तरफ़ कूँच किया। फ़ाल्कर्क की घमासान लड़ाई में विलियम बुरी तरह हराया गया। वह भाग निकला और कई साल तक अंग्रेज़ों के हाथ न लगा।

अन्त में उसके एक दोस्त ने उसे एडवर्ड के हाथ सौंप दिया। सन् १३०५ ई० में वह लंदन लाया गया और जान से मारा गया। अंग्रेज़ उसे डाकू और हत्यारा समझते थे। स्कॉट उसके साथ अच्छा बर्ताव करते और उसे क़ौमी वीर और शहीद समझ कर उसकी पूजा करते थे।

EXERCISE 84

जॉन वाइक्लिफ़

जॉन वाइक्लिफ़ यॉर्कशायर का निवासी था। उसने ऑक्सफ़ोर्ड विश्व-विद्यालय में शिक्षा प्राप्त की थी। वह विद्वान् और स्वतंत्र विचार का था। ऑक्सफ़ोर्ड में उसके प्रथम भाषण इतने पसंद किये गये कि उसकी कीर्ति दूर

तक फैल गईं। उसने लोगों को यह शिक्षा दी कि केवल उन पादरियों पर विश्वास करना चाहिए जो आदर्श जीवन बिताते हैं और बताया कि इंगलैंड में पोप का कोई अधिकार नहीं है। उसने इस बात का आग्रह किया कि चर्च की कोई सम्पत्ति न होनी चाहिए और वह ग़रीबों की तभी मदद कर सकेगा जब वह स्वयं ग़रीब होगा। अन्त में उसने चर्च के कुछ सिद्धान्त अस्वीकृत किये।

नये विचार फैलाने के लिये उसने 'आर्डर आव दि पुअर' नाम की एक संस्था स्थापित की। ग़रीब पादरी देश के एक सिरे से दूसरे सिरे तक नवीन सुसमाचार फैलाते हुए घूमते थे। उसने बाइबिल का अनुवाद किया जिसमें लोग यीशु ख्रीष्ट की शिक्षाएँ अच्छी तरह समझ सकें। उसने अंग्रेज़ी में कुछ और पुस्तकें लिखीं, जिन्हें सर्वसाधारण अच्छी तरह समझ सकें। पुरानी परिपाटी के लोग उसके साथियों को लोलार्डज़ के नाम से पुकारते थे। चर्च ने जॉन वाइक्लिफ़ को अपराधी ठहराया। उसके सैकड़ों शिष्य जीते जला दिये गये। उसके जीवन का अंत करने के लिये अनेक चेष्टाएँ की गईं। सन् १३८४ ई० में धर्म-सुधार का प्रातःकालीन तारा (The Morning Star of the Reformation) संसार से लुप्त हो गया।

EXERCISE 85

लायड जार्ज

ग्रेट ब्रिटेन के इतिहास में मिस्टर लायड जार्ज का नाम बहुत दिन तक बना रहेगा। आजकल के राजनीतिज्ञों में उसका नाम सर्वप्रथम है। लगभग सत्तर वर्ष हुए उसका जन्म वेल्ज़ के गाँव में हुआ था।

उसका पिता ठेलेवाला था, किंतु उसका चाचा मोची था। कठिन परिश्रम करने पर भी उन्हें उदर-पूर्ति के लिये बड़ी मुसीबत का सामना करना पड़ता था। इसलिये उसकी माँ को दूसरों की सेवा करने के लिये

विवश होना पड़ा। वह बहुत थोड़ा विद्या प्राप्त कर सका। कारण, उसका ग़रीब पिता उसकी पढ़ाई का खर्च नहीं उठा सकता था। परन्तु वास्तव में वह आश्चर्य जनक बालक था। साथी खिलाड़ियों से झगड़ा मोल लेना और शरारत के हर काम में उनका अगुआ बनना आदि बचपन ही से उसकी प्रकृति में सम्मिलित थे। वेल्ज़ में डेविड की अध्यक्षता में विद्रोह हुआ। इस पर उसकी कड़ी आलोचना की गई। परन्तु अंत में विजय उसी की हुई। उसके पश्चात् वह पार्लियामेंट के चुनाव के लिये खड़ा हुआ और इसमें भी सफल हुआ। हाउस ऑव कॉमन्स में उसकी विचित्र भाषण-शक्ति ने सबके हृदय उसकी ओर खींच लिये।

१६०५ में वह बोर्ड ऑव ट्रेड का मंत्री चुना गया। उसने इस काम में बड़ी योग्यता का परिचय दिया। १६०८ में वह अर्थ-सचिव बनाया गया।

जब योरपीय महायुद्ध ज़ोरों से चल रहा था, उसने युद्ध-मंत्रि-मंडल बनाने की आवश्यकता बताई और वह इस मण्डल का मन्त्री चुना गया। इस युद्ध में उसने असाधारण कुशलता दिखाई। बिजली की तेज़ी से उसने देश के एक सिरे से दूसरे सिरे तक दौरा किया। युद्ध सामग्री संचित करना, सेना में रंगरूट भर्ती करना, सिपाहियों को साहस देना और अन्त में अन्तर्राष्ट्रीय सम्मेलन में इंगलैंड के लिये उच्च स्थान प्राप्त करना लायड जार्ज ही के कार्य थे। उसीके उद्योग से अन्तर्राष्ट्रीय सभा में इङ्गलैंड ने सर्वोच्च स्थान प्राप्त किया।

EXERCISE 86

(H. S. E. 1940—U. P.)

एक समय भारतवर्ष में एक भयानक काल पड़ा। सब नदियाँ, सोते और तालाब सूख गये और बेचारे जानवर हज़ारों की संख्या में प्यास से मरने लगे। अन्त में जो रह गये वे एक साधु के पास गये और उसके

सामने अपनी स्थिति उपस्थित की। उन्होंने प्रार्थना की, "हमारी सहायता कीजिये, नहीं तो हम शीघ्र मर जायेंगे।" साधु ने बेचारे निराश जीवों की ओर देखा और उनके लिये दुःखी हुआ, परन्तु उसने फ़ैसला किया कि ऐसे संकट के समय उन्हें आप ही अपनी सहायता करनी चाहिये, और यही उनसे कह दिया।

उसने फिर कहा, "तुम्हारे एक राजा है जिसे तुम्हारे लिये पानी ढूँढ़ना चाहिये और कष्ट में तुम्हारी सहायता करनी चाहिये।"

पशुओं ने ठन्डी साँस लेकर कहा, "हाय! हमारा राजा बबर शेर (Babbar Sher) जो गिरि (Gir) के जंगलों में रहता है, स्वयं प्यास से मर रहा है। फिर वह हमारी सहायता कैसे कर सकता है?"

साधु ने कुछ देर बाद विचार किया और उसे एक अच्छी तरकीब सूझी। उसने कहा, "राजा, जो आवश्यकता के समय तुम्हारी सहायता नहीं कर सकता, सचमुच तुम्हारे किसी काम का नहीं है। तुम एक सभा क्यों नहीं करते और ऐसे को अपना राजा क्यों नहीं चुन लेते जो तुम्हारे लिये पानी लावे?"

पशुओं ने कहा, "यह बड़ा अच्छा विचार है।" दूसरे दिन उन्होंने सभा की। चीते, तेंदुए, हाथी और बारहसिंघों ने व्याख्यान दिये और जब वे अपनी-अपनी बात कह चुके तो जंगली खरगोश घेरे में कूद पड़ा।

उसने पूछा, क्या यह बिलकुल तै है कि तुम मुझे राजा बना दोगे यदि मैं तुम्हारे लिये पानी ढूँढ़ लाऊँ?

औरों ने उत्तर दिया, "अवश्य, ऐसा ही है।"

खरगोश ने और फिर पूछा, "और क्या तुम बिना किसी आपत्ति के मेरी आज्ञा मानोगे, तुम में सब से बड़ा है वह भी?"

दूसरे पशुओं ने कहा, "हम ऐसा करने की सचाई से क़सम खाते हैं। सबसे बड़े से लेकर छोटे तक हम तुम्हारी आज्ञा मानेंगे।"

EXERCISE 87

(H.S E. 1941—U. P.)

ग्रीस (Greece) के वीर सैनिक एकिलीज़ (Achilles) ने जब यह दुःखद समाचार सुना कि उसका प्रिय मित्र पैट्रोक्लस (patroclus) युद्ध में मार डाला गया तो वह बहुत दुःखी हुआ और रोने लगा। उसकी माँ उसका विलाप सुनकर उसके पास दौड़ी आई और कहने लगी, "मेरे बेटे, तुम्हारे दिल पर क्या दुःख पड़ा है जो तुम इस प्रकार फूट-फूट कर रो रहे हो ?"

एकिलीज़ ने उत्तर दिया, "मैं अपने दुःख का वर्णन नहीं कर सकता। मेरा प्यारा मित्र, जिसका मैं सबसे अधिक सम्मान करता था, अब नहीं रहा। मेरे शत्रु हेक्टर (Hector) उसे मार डाला है और जब तक उसकी मौत का बदला न ले लूँ, मैं शान्त नहीं बैठ सकता।"

उसकी माता ने उसे सान्त्वना दी और कहा, "प्यारे बेटे, अपने मित्र की मृत्यु का शोक न करो। अपने रोने से तुम उसे फिर से जीवित नहीं कर सकते। धीरज धरो, मैं तुम्हारी सहायता करूँगी।"

वह (Greek) देवताओं के निवास-स्थान ओलिम्पस पर्वत (Mount Olympus) पर गई और अपने पुत्र की सहायता करने के लिये उसने हाथ जोड़कर प्रार्थना की। देवताओं को उसपर दया आ गई और उन्होंने उसे एक ऐसा कवच दिया जो तब तक किसी मनुष्य ने नहीं पहना था। उन्होंने उसे एक एक ढाल भी दी जिस पर प्राचीन ग्रीस (Greece) के वीरों की कृतियाँ खुदी थीं। उस स्त्री ने यह देवनिर्मित अस्त्र खुशी से ले लिये और उन्हें अपने पुत्र के पास लाई। उनको उसे देकर उसने कहा, "यह कवच पहनो, ढाल अपने हाथ में लो और मौत से निडर होकर फिर लड़ाई में जाओ।"

एकिलीज़ ने अपने आदमियों को एकत्रित किया और शत्रु पर आक्रमण किया। जब वह लड़ रहा था उसने हेक्टर को पहचान लिया और द्वन्द्व युद्ध में उसे मार डाला।

EXERCISE 88

(H.S E. 1942—U. P.)

एक गाँव में दो गड़रिये रहते थे। उनके ग़रीब पड़ोसी उनसे बहुत डाह करते थे, क्योंकि वे धनी थे और उन्होंने अपने पिता से दो सौ एक भेड़ें उत्तराधिकार में पाई थीं। कुछ समय तक वे बड़े आनन्द से एक साथ रहे, पर बाद में वे लड़ पड़े और अलग होना निश्चय किया। तब यह प्रश्न उठा कि भेड़ें कैसे बाँटी जायँ। जहाँ तक दो सौ भेड़ों की बात थी यह प्रश्न काफ़ी सरल था, क्योंकि हरएक एक-एक सौ ले सकता था और इस प्रकार झगड़े का अन्त हो जाता। परन्तु वह बची हुई एक को कैसे बाँटते? उन्होंने हरएक सम्भव विधि पर सावधानी से विचार किया, परन्तु किसी समझौते पर न पहुँच सके। अन्त में यह निश्चय हुआ कि वह अकेली भेड़ दोनों के बराबर अधिकार में रहे।

परन्तु इस निश्चय ने एक दूसरा झगड़ा और डाल दिया। दोनों मालिकों में से एक ने, जिसको कुछ ऊन की आवश्यकता थी, यह प्रस्ताव किया कि भेड़ का ऊन काट लिया जाय। दूसरे ने यह अधिकार देना अस्वीकृत किया। अन्त में मामला इस प्रकार तै हुआ कि भेड़ के केवल एक ओर का ऊन काटा जाय। कुछ दिनों बाद वह बेचारी भेड़ एक खाई में मरी हुई मिली। मरने के बाद भी वह झगड़े का कारण बनी रही। इस लिये कि गड़रिये में से एक ने कहा कि यदि उसके केवल एक ही ओर का ऊन न काटा जाता तो उसको सरदी न लगती और वह न मरती। दूसरे ने कहा कि यदि उसके दूसरे ओर ऊन छोड़ न दिया जाता वह अपना शरीर साधे रहती और खाई में न गिरती। इसके लिए वे अदालत में गये और जब मुक़दमे का अंत हुआ तो उन्हें यह मालूम हुआ कि उसके ख़र्च को पूरा करने के लिये, उनको न केवल दो सौ भेड़ें वरन् जो कुछ भी वस्तु उनके पास थी बेचनी पड़ेगी।

1. English Rendering (*Vide Exercise 71*)

The Witty Father

Badal **was stricken in years.** He had spent all his wealth in the **upkeep** of his sons and their families. Not a pie was left with him. The poor old man had to depend upon his sons. The ungrateful sons and their wives ill treated him. In his youth Badal was **well-to-do** and **squandered money like water.** Now the unlucky fellow had to satisfy himself with whatever food he could get. In a few days he was deprived of the scanty provision supplied to him. He was a selfrespecting man and would not like to stretch his hands for alms.

Hunger is a **curse.** One night he **slipped away.** His sons were relieved of the **useless burden.** At Lucknow he entered the service of a banker. Towards the close of the year, he came back **decently dressed.** His relations received him **cordially.** He gave his daughters-in-law nice presents. They were highly pleased with him and treated him well.

The old man gathered some pebbles and mixed them up with the few coins he had. He **jingled** them now and then in his room. His children were sure that he had **amassed a large fortune** which they would inherit at his death.

Badal often said that he would give the largest share of his riches to the one that served him best. The sons had a **keen competition.** He was esteemed more and more from day to day. He passed his remaining years **in ease and comfort.**

Badal **breathed his last.** His childern performed the last ceremonies with great pomp and show aud gave a **sumptuous feast.** But alas! their **hopes were blighted.** When they dug up his treasure, they found six or seven rupees with quite a number of pebbles. Finall, they came to realise that the old man had **outwitted them.**

N. B.—Translate the above story into Hindi or Urdu.

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2. English Rendering (*Vide Exercise 72*)

The Faithful Horse

A soldier was under the command of a **fief-holder** who had given him some land free of rent in return for **military service.** The **feudal lord** sent him a message that the king's enemy was about to attack his kingdom and that he should

ride to **the scene of action** without delay. Likewise the lord informed all the other men-at-arms under him.

The feudal lords, their **lieutenants** and the soldiers occupied their ranks in the field. The battle commenced. Swords and spears were **indiscriminately used.** Arrows hid the sky like locusts. On either side the cavalry and the infantry were slain **in thousands.**

This soldier also fell on the ground wounded. The plight of the master made the horse restless. **Evading** the notice of the enemy and holding the unconscious master by the belt, he ran towards the jungle. He laid him down in a place of safety and stood near him.

In the evening the soldier **recovered his senses.** Finding himself in the **wilderness,** he was struck with surprise. When he looked around, he found the horse standing by. With a great difficulty he rode to his village where his wounds were properly **dressed** and **attended to.** In a few days he **was his old self once more.**

The war came to an end and victory was on the side of the king. He amply rewarded the soldier for owning such an excellent horse.

N. B.—Translate the story into Hindi or Urdu.

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3. English Rendering (*Vide Exercise 73*)

The Unworthy Son

There was a silk-cotton tree in a forest. Many pigeons had their nests on its top. A couple had no **offspring**. They prayed to God to bless them with a birdie. Their prayers were granted.

The she-pigeon **laid two eggs. In time** two pretty birdies came out. One died soon after its birth. The parents loved the other one so dearly. **In course of time it came of age.** They taught it how to fly and pick up grains. They **caressed** it and fulfilled its desire. It proved unworthy and would not obey them. However, they **put up with** its actions.

Once, while flying they spied a net of a dark colour. On it rice-grains were scattered. A number of birds were picking them up fearlessly. The young pigeon wanted to fly down and satisfy its hunger. The parents prevented it from doing so, but it **turned a deaf ear.** It came down and began to eat

the grains. When nothing was left, the birds attempted to fly away. They **fluttered, and fluttered**, but all in vain.

Seeing them **ensnared**, the fowler, who was squatting under a tree, ran to them with joy. He put the birds one by one into the basket, covered it with a lid and fastened it tightly. The hungry fowler plucked the young pigeon's feathers and **roasting** it ate it up.

Sitting on a tree the parents witnessed this **heart-rending** scene. They agreed that the death of their birdie was due to their **leniency** which had spoilt it.

N. B—Translate the fable into Hindi or Urdu.

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4. English Rendering (*Vide Exercise 74*)

The Drunkard

It rained heavily till three in the after-noon. Roads were muddy. Students, carrying their **satchels** under their armpits, were returning home. At one place they saw a man lying in the mire. They stopped before him and cried out. "He is crazy!"

Meanwhile their teacher arrived on the scene and exclaimed, "Don't molest him. Go home."

A boy, who was more **outspoken** than the rest, said, "He is a peculiar fellow. He cries and laughs at the same time. Only **the other day** he was quite normal. Today he has gone mad. What's the matter?"

"He is not a lunatic. He is a drunkard. He has drunk so much liquor that he has **lost his senses** and **raves like an idiot**. Bear in mind that all drinkers meet the same fate **soon or late**. They waste their money and spoil their health of body and mind. They **lower themselves in the estimation of the public** and none trusts them. Never use intoxicants such as wine, toddy, opium or the Indian hemp," said the teacher gently.

Having finished his advice, the teacher sent for an **invalid-chair**, seated the man in it and sent him to the police-station.

The boys asked the teacher, "Sir, why have you sent him to the police-station?"

"There the man will be prosecuted and sent up to stand his trial in criminal court."

After this the crowd dispersed.

N. B. Translate the story into Hindi or Urdu.

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5. English Rendering (*Vide Exercise 75*)

The Foolish Servant

A juggler, who had earned great fame in his art, kept a bear. He had taught him many a trick All day long they went about the streets, showing their feats. At the very sound of the 'damaru' **troops of childern ran at their heels.** The objects of their attraction was not the juggler, but his bear. The juggler made his pet smoke a hookah, dance, beat the drum and play on the violin His prize consisted of coins, food and **cast-off clothes**. Looking to his calling, his income was quite decent.

The bear not only helped the master in his trade, but also did **odd jobs** for him. He bought **stuff** at the market, drew water, swept the house, cleaned the utensils, **kindled** fire and **baked** bread. No servant would do so much work as the bear did.

One summer after noon the juggler fell asleep and the bear **fanned** him. A fly sat again and again on his nose. The bear tried to drive it away, still it would either sit on his nose or fly about **buzzing.**

The bear **flew into rage**. He struck it with his paw so forcibly that it died, but unfortunately his master's face was badly **bruised.** His friends shifted him to the hospital. The poor man was **defaced for life.**

N. B.—Translate the story into Hindi or Urdu.

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6. English Rendering (*Vide Exercise 76*)

The Clever Falcon

A flock of doves was picking up grains in field **adjoining** a jungle. Suddenly a tame falcon **pounced** upon them. It seized one of them. An old tiger **crouching in ambush,** fell upon the falcon. As there was no way of escape, the falcon said to the tiger very humbly, "If you set me free, I will do you good. I will give you nice birds to eat, so that you will get back your lost energy.

The tiger let it go and it flew away. In a short time the

falcon came back and placed a few birds before the tiger. Now the tiger had full confidence in it.

Next day the falcon appeared and said. "Today you will have human flesh for your food. I am not strong enough to kill a man ; but I can tempt some one to this place. As he passes by you, **make off** with him to the jungle"

So saying it flew away.

At sun-set the tiger sat in a bush close to the path. A little later he saw a man carrying no weapon. Finding the **game within his reach,** the tiger was **puffed up with delight.**

The hunter had already **marked** him. He took out his revolver and shot at the beast. He fell on the ground and rolled about. Then drawing out his long hunting knife he severed his head from the trunk. The falcon **perched** on the wrist of its master who kissed it again and again.

To let off an enemy is to bring about one's own ruin.

N.B.—Translate the above fable into Hindi or Urdu.

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7. English Rendering (*Vide Exercise 77*)
The Weak King

The lion was the king of the forest. All the beasts obeyed him. Old age had **deprived him of** bodily and mental vigour. Naturally he had to depend upon his chief whose will was the law of the state. His retinue consisted of a few beasts such as tigers, hyenas and leopards. He had given up hunting, and food was supplied to him at his den.

In her **declining years** the lioness gave birth to two cubs. The parents **fondled** them and never let them go beyond **the prescribed limits.** As a result of this, they grew timid. They were guided by the courtiers who used sweet and flattering expressions while talking to **Their Majesties.** This had a bad effect upon the young princes. They also **got into the habit of bragging.**

The lion died of dysentery. Unable to bear the loss of her husband, the lioness breathed her last a few days later. The senior cub was crowned king and the junior was made his minister. But they were not on friendly relations and tried to **oust** each other. The younger **plotted against** the elder, **dethroned** and killed him **in cold blood.**

The new king **cut a sorry figure** and was a **tool in the**

hands of ambitious nobles. **Equity and justice** were nowhere to be found. The weak **fell into the clutches** of the strong. **Panic seized all** the forest-wellers. A large number of them left the jungle **for good** and **founded** a new colony.

The tiger, who was the **senior-most** officer, slew the weak monarch by **general consent** and held the **reins of government** in his hands. It no time he **restored order and peace.**

N. B.—Translate the fable into Hindi or Urdu.

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8. English Rendering (*Vide Exercise 78*)

Fraternal Love

One evening two little boys, Moti and Joti. while playing **strayed far** and lost their way in a jungle. The sun sank below the western **horizon** and darkness **set in.** They could not **find a way out.** The noise of wild beasts **shook** their tiny hearts.

The winter was chilly. Both were wearing a shirt and a *dhoti* each. Hunger and cold troubled them **to the utmost.**

Joti started crying. His **plight** touched Moti's heart. He wiped his tears and consoled him saying, **"Take heart** brother ! We cannot go back home. We have to pass the night in this jungle. In the morning we shall find out the way. Good will protect us."

The terrible roar of the tiger **shocked** the younger brother, but soon he was **over-powered** by sleep. Moti **made a bed** of leaves for him. He then covered his brother with his own *dhoti*.

The elder brother sat **by the side of** the little boy and had not a **wink to sleep** the whole night. A **train of ideas** passed in the restless mind. He was determind to save his brother's life **at the cost of** his own.

In the morning a shepherd came there. The boys told him their **tragic** story. Pitying them he gave them the bread he had and **escorted** them out of the forest.

On the way they met their father who had been **scarching** for them all night. Finding his sons **safe and sound** he **shed tears of joy** and expressed his gratitude to the kind shepherd.

N. B.—Translate the above story into Hindi or Urdu.

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9. English Rendering (*Vide Execise 79*)

The Foolish Friend

Two cubs, a bear and a tiger, were close friends. They forgot their nature and lived in peace. One was restless without the other. Their friendship **did not wane with age.**

One day the bear said to the tiger, "Brother, we are now grown up. **It does not behove us** to depend upon others. This is the kingdom of your father, but **I will found another** for you, in a jungle where most of my folk live. I will **bring them round** and they will **accept your sway** without any hitch."

"All right. Do as you please," said the tiger.

The bear went there and praised his friend in **incredible laugage.** He **won over** the simple creatures. They promised to make his friend their lord, but the prudent ones doubted his words and said nothing in his presence.

When the young bear was gone, they held a meeting and resolved to **fight to the last.** As the tiger entered the jungle, all fell upon him. The bear **deserting** his friend climbed a tree. The tiger was **no match against terrible odds.** Soon he met his end.

Now the animals surrounded the tree and **brought the young bear to bay.** But he would not come down. At last they addressed his big brothers, "Gentlemen, you people know how to climb a tree, and this jungle is mostfy inhabited by your tribe. Look here, he being one of you, had brought a foreigner to rule over you. Now one of you should bring him down and then shall **make short work of him.**"

A wise foe is better than a foolish friend.

N. B.—Translate the above fable into Hindi or Urdu.

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10. English Rendering (*Vide Exercise 80*)

How to overcome a powerful enemy.

There lived a dreadful snake in a jungle. He was **a pest** to tiny creatures like frogs, rats and birds. For fear of him, they had ceased mixing up with one another. The birds **could not stand this.** At last they flocked together and plotted against his life.

They flew about in search of a powerful enemy of the snake. **In the course of their flight,** they noticed a mongoose eating his prey. Thinking him **the fittest match,** they came down and **poured out their woeful tale** The mongoose, who was a **born-enemy** of the snake, wanted to take advantage of this happy chance **to avenge the wrongs** his race had suffered at the hands of the snake. He willingly agreed to their request.

The birds flew along and the mongoose followed them on the ground They continued their journey, till they reached the snake's hole.

"There lives our ememy," exclaimed the birds.

"Very well ! The moment **the wretch** attacks you, I will rush at him **with lightning speed,"** said the mongoose.

When the snake heard the **chirping** of the birds, he crept out of the hole. He found the birds and the frogs **bubbling over with joy.** He thought, "What is the matter today? Has this change been **wrought by magic ?** Surely, there **is a fly in the onitment."**

Ths snake slipped back into the hole and **waited for a favourable opportunity to turn up.**

The quick-witted mongoose at once understood the whole matter. Being **a tried veteran of established fame,** he was fully aware of **war tactics** He signalled to his friends to sit motionless and himself **lay amin bush.**

Tormented by pangs of hunger, the snake peeped out. At once the mongoose caught hold of his **hood** and dragged him out. Finally the snake was slain by his old enemy. The birds and their allies made a great rejoicing and praised the mongoose for his skill and bravery.

N. B.—Translate the fable into Hindi or Urdu.

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11. English Rendering (*Vide Exercise 81*)

A Practical Joke

One day Gopal and Shanker went on a pleasure trip. It was a hot day. They sat under a tree. A grass-cutter was cutting grass in a lawn hard by. He was so busy that he had no idea of his surrounding. His shoes were lying under the very tree.

The two boys watched him long, but he took no notice of

them. **For fun's sake** they wanted to **tease** him. Gopal said to Shanker, "Friend, let us **spirit away** his shoes. When the man comes, he will find them missing. Surely, he will accuse us of the mischief and then we shall **befool** him. No doubt, he will **lose his temper** and we shall **teach him a lesson.**"

Shanker, who was **kind by nature** said, "Friend, you are the son of a rich man. It is not **befitting your rank** to molest anybody. He is a poor man. He will **take the loss to heart.** He earns little and seems to support a big family, If you want to have fun, you can do it in another way. Put one rupee in each shoe and see what he does.

Gopal did the same. The two boys hid themselves in a bush. The grass-cutter finished his work and came to the place to put on his shoes. Seeing the coins in the shoes, he was **dumbfounded.** First he hesitated to pick them up. Presently, he thought there was no sin in having them. It was God's grace. He put them into his pocket and went home, carrying the bundle of grass on his head.

When he was off, Gopal said to Shankar "Our joke is **charitable.** Today his wife and children must be very happy. In his life, perhaps, he has never earned two rupees in a single day."

The two friends followed him **at a distance.** On arriving at his cottage, the wood-cutter cast his burden in a corner. His wife, who was sitting at the door, seeing her husband **in good spirits**, asked him. "**You look different**. Your face is bright. Dear ! What jolly news ?"

The grass-cutter **burst into a hearty laughter** and handed over the coins to her. She smiled and put a **series of questions.** The man related the whole story. Their children merrily joined them in their talk. The wife ran to the market to make the necessary purchases.

The two friends stood **at a stone's throw,** enjoying the happiness of the family Gopal said to Shankar, 'I am much **indebted** to you for teaching me how to **stage a charitable joke.**"

N. B. Translate the story into Hindi or Urdu.

12. English Rendering (*vide Exercise* 82)

Poverty is a Curse

One could enter the hut. stooping low. Rain and wind had **forced their way in** by **disturbing** the straw of the roof and washing off the mud on the walls. **To speak nothing** of man even nature had not shown compassion to the poor family. A young lady was sitting on the damp floor, **hugging to her bosom** an **unweaned** baby. Close to her two small children were asleep. At intervals they were **startled** by cold **blasts**. Their mother tried **to put them back to sleep**, but hunger would awaken them again and again. At last they could not sleep any longer. Paying no heed to wind and rains they spoke out, "Mother, bread ! Mother, bread !"

On the one hand the **emaciated body** was weakened by the suckling baby, while on the other anxiety for food and clothing was **wrecking** it all the more. The poor lady would pacify the two boys saying, " Let the day dawn ; I shall give you 'gur' and bread. Your **daddy** will bring you 'gur' and you shall eat it with bread,"

The children hearing the word 'gur' were awaiting the twilight through **apertures** with great curiosity. It was raining **incessantly**. Darkness had enveloped all, and was dispelled for a moment by lightning flashes. The children,mistaking it for the morning light, **leapt with joy**. But again **it relapesed into darkness.** Their hopes **sank into dejection**. They questioned their mother, "Mother ! How is it that morning is again and again changed into night?"

Before the mother could say anything, the straw hut was blown off by the storm. It hailed so terribly that the four souls were soon **freed from all earthly woes** to enjoy **enternal** rest in the **lapse of God.**

N. B.—Translate the story into Hindi or Urdu.

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13. English Rendering (*Vide Exercise* 83)

William Wallace

Every boy in Scotland must have heard the name of William Wallace. Six hundred and thirty seven years have passed since his death, but his fame is still fresh.

Edward I conquered Scotland and strove to rule her justly. His barons treated the Scots very cruelly. Under the

leadership of William, they **raised the standard of revolt** and soon drove the English out of their motherland. William and his followers **raided the English borders** and thus **paid their enemies back in their own coins.**

In 1298 Edward marched on Scotland with a large army. In the pitched battle of Falkirk, William was badly defeated. He escaped and did not fall into the hands of the English for years to come.

In the end one of his friends delivered him to Edward. In 1305 he was brought to London and put to death. The Scots treated him well and worshipped him as a **national hero** and **martyr.**

N.B.—Translate the above into Hindi or Urdu.

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14. English Rendering (*Vide Exercise 84.*)

John Wycliffe

John Wycliffe was a resident of Yorkshire. He was educated at the University of Oxford. He was **a man of letters** and **free-thinker**. His first lectures at Oxford were so much **appreciated** that his fame spread far and wide. He taught that only those priests, who led an **ideal** life, were dependable. and the Pope had no authority in England. He urged that the Church should possess no property, and that it could help the poor when it was itself poor. Finally, he **rejected** some of the **doctrines of** the Church.

In order to spread his new ideas he started an organisation. "The Order of the Poor." Those poor priests wandered throughout the length and breadth of the country, preaching the **New Gospel**. He translated the Bible into English to enable the people to understand better the true doctrines of Jesus Christ. He also wrote some other books in English, which the public could easily understand.

The followers of the old order called his disciples Lollards. The Church **condemned** John Wychiffe. Hundreds of his followers were burnt alive. He was not permitted to deliver his lectures at Oxford. Various attempts were made to put an end to his life. In 1314 this Morning Star of the Reformation disappeared from the world.

N. B.—Translate the above into Hindi or Urdu.

15. English Rendering (*Vide Exercise* 85)

Lloyd George

In the history of Great Britain the name of Mr Lloyd George will last long. His name stands above any other English statesman of the present day. About eighty years ago, he was born at a village in Wales.

His father was a **cartman**, while his uncle, a cobbler. In spite of hard labour they had to **face great hardships** to **make both ends meet**. So his mother was obliged to do **menial jobs** for others.

He could obtain very little education as his poor father could not **defray the cost** of his schooling. But in reality he was an **infant prodigy**. From his very childhood, it had become a part of his nature to **pick quarrels with his playmates**, and act as the their **ringleader** in every act of mischief.

A rebellion **broke out** in Wales under the leadership of none other than David. For this he was vehemently criticized, but ultimately his efforts were **crowned with success**. After this he **stood for election** to the Parliament and came out successful. His **marvellous oratory** won for him the hearts of all in the House of Commons.

In 1905 he was elected Secretary of the Boards of Trade. He showed great ability in the work. In 1908 he was made the **Financial Secretary**.

When the Great European War was raging, he pointed out the necessity of forming a 'War Cabinet,' and he was elected Secretary of this Cabinet. In the war he displayed unsual skill. **With lightning speed** he visited every **nook and corner** of the country. It **fell to the lot of** Lloyd George to collect war materials, to enlist raw recruits, to encourage soldiers and lastly to secure for England an eminent position in the **International Conference**. It was through his efforts that England occupied the foremost place in the **League of the Nations**.

N. B.—Translate the above into Hindi or Urdu.

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16. English Rendering (*Vide Exercise* 85)

(H. S. E. Paper, 1940)

Once a terrible famine **broke out** in India. All rivers, springs and tanks dried up and the poor animals **died of thirst**

in thousands. Finally the survivors went to a hermit and **informed him of their plight**. They prayed, "Help us or we shall all be soon dead."

The hermit glanced at the poor helpless creatures and **felt pity for** them, but he decided that they alone should help themselves at such a time of distress, and he gave them this very advice.

He went on, "You have a king who should find out water for you and help in your troubles."

The animals **heaved a deep** sigh and said, "Alas! our king, the lion, who dwells in the woods of Giri, is himself dying of thirst. How can he help us?"

The hermit pondered for sometime, and then a **good plan struk him**. He said, "The king, who cannot help you in time of need, is certainly of no use to you. Why do you not call a meeting and elect as your king one who will get you water?"

"**An excelleted idea indeed !**" exclaimed the animals.

The Next day they held a meeting. Tigers, panthers, elephants and stags made speeches; and when all had finished their say, a wild hare jumped into the enclosure.

He said, "It is finally settled that you will make me your king if I find water for you?"

The others replied, "Certainly it is so."

Tha hare asked once more. "And will you **obey me without demur**—even the one who is the biggest of you?"

"We solemnly swear we will act like-wise. All of us, from the highest to the lowest, shall obey you." replied the other animals.

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17. English Rendering (*Exercise No. 87*)
(H. S.E. Paper, 1941)

When Achilles, a brave warrior of Greece, heard the sad news that his dear friend, Patroclus, had been slain in battle, he was **deeply shoked** and burst into tears. His mother, hearing him cry, ran to him and said, "My son, what has afflicted your heart that you should weep so piteously?"

Achilles replied, "Mother, I cannot tell you my grief. My dear friend, whom I honoured so much, is no more. My enemy, Henctor, has killed him and I cannot rest until his **death is avenged.**"

His mother consoled him saying, Dear son, do not mourn

the loss of your friend. Your **lamentation** cannot bring him back to life. **Bear up**, I will help you."

She went to mount Olympus, the abode of Greek gods and besought them with hands folded to help her son. The gods **took pity on** her and offered an armour which no mortal had ever **donned**. They give her also a shield on which the deeds of ancient Greek heroes were **inscribed**. She lady gladly accepted these **divine equipments** and brought them to her son. She handed them over to him and said, "Put on this armout, hold and return to battle fearless of death."

Achilles collected his men and attacked the enemy. While fighting, he recognised Hecto and **despatched** him in a duel.

18 English Rendering (*VideExercise* 88) (H. S. E. Paper, 1942)

Centuries ago there lived two shepherds in a village. Their poor neighbours were very jealous of them as they were rich and **had inherited** two hundred and one sheep from their father.

For some time they lived together very happily, but afterwards they **fell out** and decided to live apart. Now the question arose how to divide the sheep. As for as the two hundred sheep mattered, it was **quite an easy affair**, for each could have one hundred and thus the dispute would have ended. But how could they divide the one remaining sheep? They thought over all possible ways carefully, but could not reach any agreement. Finally, it was settled that the sheep in question should remain joint property. But this created fresh trouble. Of the two owners, one who needed some wool, proposed that it should be fleeced. The other refused to **concede to** the claim. At length it was settle that only one side of the sheep should be shorn.

In a few days the poor sheep was found dead in a ditch. Even after death, it remain the **bone of contention**. One of the shepherd stated that the sheep would have not caught cold and died, if it nad not been shorn on one side only. The other claimed that if the wool on the other side had also been shorn the sheep would have kept its balance and escaped the fall.

So they **went to court** and when the suit concluded, it was discovered that to meet the litigation expenses they had to sell off not only the two hundred sheep, but also all their belong.

CHAPTER XI

PARALLEL PROVERBS

(English and Hindustani)

1. A prophet is not hououred in his own country.
घर का जोगी जोगड़ा आन गाँव का सिद्ध ।
2. A burnt child dreads the fire.
दूध का जला छाछ भी फूँक-फूँक कर पीता है ।
3. Rome was not built in a day.
सरसों हाथ पर नहीं उगती ।
4. While you are in Rome, do as the Romans do.
जैसा देश वैसा भेष ।
5. Barking dogs seldom bite
जो गरजते हैं, वे बरसते नहीं ।
6. A bad workman quarrels with his tools.
नाच न आवे आँगन टेढ़ा ।
7. To build castles in the air.
मन के लड्डू बनाना ।
8. A drowning man catcheth at a straw.
डूबते को तिनके का सहारा ।
9. A little knowledge is a dangerous thing.
अल्पविद्या भयंकरी or नीम हकीम खतरे जान, नीम मुल्ला ख़तरे ईमान ।
10. Cast not your pearls before the swine.
अंधे के आगे रोइये, अपने दीदे खोइये ।
11. Forbidden fruits are sweet.
पराई पत्तल का भात मीठा लगता है ।
12. Pride goeth before a fall.
घमन्डी का सिर नीचा ।
13. A bad man is better than a bad name.
बद अच्छा बदनाम बुरा ।
14. Touch pitch and you will be defiled.
कोयलों की दलाली में काले हाथ ।

15. Where there is a will, there is a way.
जहाँ चाह है, वहाँ राह है।

16. It is never too late to mend.
सुबह का भूला शाम को घर लौट आये तो भूला नहीं कहलाता।

17. A little pot is soon hot.
थोथा चना बाजे घना।

18. The head you lose, the tail I win.
चित्त भी मेरा पट भी मेरा।

19. When the sky falls, we shall catch larks.
न नौ मन तेल हो, न राधा नाचे।

20. A figure among ciphers.
अंधों में काना राजा।

21. Hunger is the best sauce.
भूख में किवाड़ पापड़।

22. Necessity knows no law.
ग़रज़ बावली होती है।

23. Tit for tat.
जैसे को जैसा।

24. Errors and omissions excepted. (E. & O. E.)
भूल चूक लेनी देनी।

25. He gives twice that gives in a trice.
तुरत दान महा कल्याण।

26. It is useless to cry over spilt milk.
अब पछताये होत क्या चिड़ियाँ चुग गईं खेत ?

27. Walls have ears.
दीवालों के कान होते हैं।

28. Whosoever diggeth a pit for others, shall fall therein.
खाड़ खने जो और को ताका कूप तयार।

29. To carry coal to Newcastle.
उल्टे बाँस बरेली को।

30. As you sow, so you reap.

जैसी करनी तैसी भरनी ।

31. One man's meat is another man's poison.
किसी को बैंगन बावले, किसी को बैंगन पत्थ ।

32. Good mind, good find.
आप भला तो जग भला ।

33. Seeing is believing.
हाथ कंगन को आरसी क्या ?

34. Money makes the mare go.
दाम कराये काम ।

35. Out of sight out of mind.
आँख ओट पहाड़ ओट ।

36. Mucha do about nothing.
सूत न कपास जुलाहे से लट्ठमलट्ठा ।

37. Let the sleeping dog lie.
बरों के छत्ते को छेड़ना अच्छा नहीं ।

38. A bird in the hand is worth two in the bush.
नौ नक़द न तेरह उधार ।

39. To kill two birds with one stone.
एक पंथ दो क़ाज ।

40. Sweet are the uses of adversity.
विपति बराबर सुख नहीं ।

41. He is jack-of-all trades.
वह हरफ़न मौला हैं ।

42. Don't look a gift horse in the mouth.
दान की बछिया के दाँत नहीं देखे जाते ।

43. Familiarity breeds contempt.
मान घटे नित के घर जाये ।

44. Example is better than precept.
उपदेश से उदाहरण भला ।

45. Man proposes, God disposes.
मन चाही प्रभु न करें ।

46. The fish that escapes from the hook seems always the largest.
मरे बैल की आँखें बड़ी-बड़ी।

47. An empty vessel makes much noise.
अधजल गगरी छलकत जाय।

48. He jests at scars, who never felt a wound.
जाके पैर न फटी बिवाई, सो क्या जाने पीर पराई ?

49. After death the doctor.
का वर्षा जब कृषी सुखानी ?

50. Child is father of the man.
आज का लड़का कल का बाप।

51. Let bygones be bygones.
बीती ताहि बिसारि दे।

52. Strike while the iron is hot.
मौक़े पर मत चूको।

53. Like master, like servant.
लोभी गुरू लालची चेला।

54. Familiarity breeds contempt.
ज्यादा मिठाई में कीड़े पड़ते हैं।

55. God helps those who help themselves.
हिम्मते मर्दां मददे खुदा।

56. To add fuel to fire.
जलती आग में घी डालना।

57. Distance lends enchantment to the view.
दूर के ढोल सुहावने।

58. Do good and cast it into the river.
नेकी कर कुएँ में डाल।

59. Easier said than done.
कहने से करना कठिन।

60. Penny wise and pound foolish.
मुहरें लुटें कोयलों पर छाप।

61. Many a little makes a mickle.
बूँद-बूँद से घट भरे ।
62. It makes two to make a quarrel.
एक हाथ से ताली नहीं बजती ।
63. A blind man's wife needs no paint.
का पै करों सिंगार पिया मोरे आँधरे ?
64. To add insult to injury.
घाव पर नमक छिड़कना ।
65. By leaps and bounds.
दिन दूनी रात चौगुनी ।
66. Between the devil and the deep sea.
भइ गत साँप छछूँदर केरी ।
67. All's well that ends well.
अंत भला सो सब भला ।

CHAPTER XII

EXERCISE 31

मैं खेती की तालीम हासिल करूँगा । I shall study agriculture. इलाज से रोक अच्छी है Prevention is better than cure. काम में लाके दिखा दूँगा I shall practically illustrate. कुटीर-धंधों का जाल a network of cottage industries. औद्योगिक रसायन industrial chemistry. उद्देश्य aims. मालामाल और खुशहाल rich and prosperous. लगातार मेहनत ceaseless endeavours.

EXERCISE 32

पाजामा a pair of trousers. मुझे सिलवानी है I want you to make me. आजकल काम की भरमार है There is a rush of orders these days. साँस लेने की फ़ुरसत नहीं है I have no breathing space. आठ और कारीगर लगाये हैं I have engaged eight extra workmen. मामूली मजदूरी ordinary rate. मंजूर agreed. वादे से न पिछड़ियेगा abide

by your promise. नमूने patterns धागे yarn. बढ़िया बिनावट fine texture. गारंटी guarantee. दाम एक और नक़द one word and terms strictly in cash. फुटकर retail. थोक wholesale. लंकलाट longcloth.

EXERCISE 33

हवा खाने के लिये निकले went out for a walk. माल गोदाम good-shed. कोयले के ढेर piles of coal. ताँबा और सीसा copper and lead. खान से निकाला जाता है is mined. लकड़ी का कोयला charcoal. क्या धरती के भीतर पेड़ उगते हैं Do trees grow under the ground ? मिट्टी की मोटी परतें जम जाती हैं Thick strata af earth stick together.

EXERCISE 34

हलवाई confectioners. पुतलीघर और कारख़ाने mills and factories. अब बिजली......प्राप्त करती जाती है Now electricity is replacing coal. गैस gas. कोयले का बहुत......पिघल जाता है They heat coal to the melting point. गैस जलाने से जल जाती है Gas is combustible. उपयोगी वस्तु a useful article. डामर tar. जहाज की रस्सियाँ rigging. धन्नियाँ beams, रोड़ी pebbles ; stonechips रासायनिक the chemists. कीड़े मारनेवाली दवाइयाँ germicide preparations. अंधेरा हो गया darkness set in.

EXERCISE 35

तिस पर भी तुम नौजवान बने हो nevertheless you look quite young. तुम्हारे......पके हैं Your face has no wrinkles and your hair is not gray. तुम्हारी बतीसी की मोती सी दमक है Your teeth shine like pearls. मैं क़ुदरत की नेमतें भोगता हूँ I enjoy the bounties of nature. गहरी नींद sound sleep. तुम्हें मौसम की कठिनाइयाँ नहीं सतातीं The rigours of weather do not affect you. तन्दुरुस्ती सादगी से रहने से बढ़ती है Plain living is conducive to health. मैं हराम समझता हूँ I think it unlawful.

EXERCISE 36

उर्फ़ alias. वकालत ख़ूब चलती थी had a roaring practice at the bar. मगर थे पूरे मक्खीचूस was a man of niggardly habits. किफ़ायत parsimony, frugality. जोतना to yoke. सैर pleasure-trip. मालकिन mistress. कहना टालना to evade orders. झूठी-सच्ची जड़ना to poison one's ears. कचहरी को रास्तो मुड़ा था the road turned to the court. घोड़े ने टस से मस न की the horse did not budge an inch. दुलत्ती झाड़ने लगा kicked about its hind legs. उलट गई was upset. जानकर one in the know of things.

EXERCISE 37

गुर्राना to grown. कड़ी सज़ा rigorous punishment. देहाती महाजन a village banker. दालान corridor. उसका पैर पकड़ लिया caught him by the leg. मरम्मत की belaboured.

EXERCISE 38

डेरा डाल दिय encamped. सब आराम की सामग्री all comforts. बेबस helpless. फूस thatch. बेगार forced labour. कोठी mansion. रात भीजे late at night, सिपाही messenger; orderly. मौत की घड़ियाँ गिन रहा है is counting his last moments. घसीट कर घर से निकाल लिया dragged him out of the house.

EXERCISE 39

उपकारी philanthropist. अन्धविश्वासी superstitious. दैवी कोप divine wrath. भूतात्माएँ departed souls. जादूगर sorcerers. त्राण कर्त्ता saviour. अपढ़ ignorant; illiterate. रुष्ट करना to annoy. स्वास्थ्यरक्षा के नियम hygienic principles. गाँव की हालत······होने लगी The plight of the village touched his heart. हस्तक्षेप करना to interfere; to meddle. नास्तिक atheist. आफ़त की गर्मी

terrible heat. लाल दवा potassium-permanganate. दौरा tour. टीका लगाना to inoculate. गंदी नालियाँ filthy drains. नमक का इंजेक्शन saline injection. सड़ी मिठाइयाँ rotten sweets. पुलिस के हवाले किए गये were put under the custody of the police. होनहार promising.

EXERCISE 40

फ़िक्रों......एक-एक हड्डी झलक रही है Age and care have so reduced my body that the very bones are visible under the skin. बनावटी हमदर्दी feigned sympathy. अगर आप मेरी जान बख्श दें if you spare my life. वादा-खिलाफ़ी न करूँगा I will not break my word. उसकी बातों में आकर being taken in by his talk. उन लोगों की घात में बैठा था was lying in wait for them. गोलियों की बौछार shower of bullets.

EXERCISE 41

सुधारना to reform. उसके मुल्क पर चढ़ाई की invaded his country. मना करना to dissuade. डेरा डाले पड़ा था had encamped. सोने में खलल पड़ा was disturbed in his sleep. छापा मारा made an attack upon. बिना जोश दिलाये क़त्ल कर डाला massacred in cold blood. सिपह-सालार commander-in-chief. मैं गुरु बनूँगा आप चेले I shall pose as a teacher and you as a disciple. अगर हमें कोई रोकेगा if any body obstructs our path. इस तरह दुश्मन से बातें बनाकर thus out-witting the enemy.

EXERCISE 42

फ़क़ीरी बाना beggarly costume. बादशाह सलामत His Majesty. सुस्ती पर शर्मिन्दा felt humiliated for his lethargy. ऐशाआराम का सामान articles of luxury. क़सम खाई solemnly declared. उसकी पीठ ठोककर कहा patted him on the back and said. सुबह का भूला......

नहीं कहा जा सकता it is never too late to mend. ख़ुदा तुम्हें हिम्मत, जोश और दिलेरी दे May Gold bless you with courage, enthusiasm and bravery! मार भगाना to put to flight. मुट्ठ भर सिपाहियों के साथ with a handful of soldiers. टूट पड़े fell upon. शहज़ादे ने जिधर घोड़ा दौड़ाया उधर मदान साफ़ था The battle filed was swept clean of enemies wherever the prince rushed on his steed.

EXERCISE 43

छुट्टा बकरा a stray goat. जङ्गल की देवी का बकरा a goat dedicated to sylvan deity. तक लिया marked him out. जात बिरादरी की दावत a communal feast. बड़े मियाँ sire. राय proposal. उसकी बातों में आकर being taken in by his talk. हार्दिक स्वागत cordial reception. श्रोता audience. करतलध्वनि the sound of clapping. गूँज उठा echoed. बड़ी-बड़ी तक़रीरें झाड़ी गईं long speeches were made. स्वागत-मन्त्री the Chairman of the Reception Committee. टूट पड़े fell upon. महाप्रसाद holy offering. आप सीधे वैकुंठ जाइये go straight to heaven. कथन समाप्त नहीं कर पाये थे had not finished his say.

EXERCISE 44

बिछुड़ गया was separated. धूप उसके शरीर को झुलसाये देती थी the sun was scorching his body. उसे बहुत प्यास लगी he felt very thirsty. शिकारी के भेष में था was dressed as a hunter. अनार का रस pomegranate juice. इससे राजा की प्यास न बुझी this failed to quench the king's thirst. बाग़ के मालिक पर करारा टैक्स लगाना चाहिए A heavy incometax ought to be assessed on the owner of the garden. यह आपकी नियत का फल है This is the

result of your evil intentions. प्याला पूरा न भरा था The cup was not full to the brim.

EXERCISE 45

कोरा घमन्ड vanity. हिरन·········कहा करता था The deer used to wail against the hare. तेज और फुर्ती ला quick and smart. सुन्दर शरीर handsome figure. रिमझिम रिमझिम बर्षा हो रही थी It was drizzling. लठैत देहाती rustics with staves.

EXERCISE 46

वह घर······ बैठ रहा He sat at (*not* on) The door of his house. एक कुत्ता निकला a dog passed by. लालच में आकर being tempted. लोहू की धार बह निकली A stream of blood gushed out. चिल्लाता हुआ yelping. हो न हो surely. शरारत mischief. पकड़ना to arrest. वह मौत की घड़ियाँ गिन रहा था He was expecting death at any moment. कुत्ता जान से प्यारा था the dog was dearer than his life. ख़िलाफ़ रिपोर्ट करदी reported against. बुलाया गया was summoned. मुक़द्दमा दायर कर दिया Filed a suit against. इस तरह·········भुगतनी पड़ी Thus the father suffered for his son.

EXERCISE 47

शाम के वक़्त at dusk. बड़े कड़ाके का जाड़ा पड़ रहा था It was extremely cold. पीटर·········बाँध पर पड़ी Peter caught sight of the dyke. टपक रहा था was trickling. और सैकड़ों गाँव पानी में समा जावेंगे and hundreds of villages would be submerged. पब्लिक का नुक़सान public loss. उसकी सारी देह अकड़ गई थी his whole body had become stiff. अचेत senseless. बड़ा परोपकारी और देश भक्त निकला turned to be a great philanthropist and patriot.

EXERCISE 48

छत की मुँडेर the edge of the roof. शीशा mirror. अस्तुरा razor. नहन्नी nail-clipper. ज़रा सा भी ख्याल the least idea. मुँह पर साबुन लगाते soaping his face. नक़्क़ाल mimics. नली wind-pipe.

EXERCISE 49

स्वभाव और बुद्धि nature and intellect. बड़ा अन्तर vast difference. तेज़ quick. घमंडी vain ; proud. वह सदा बलदेव को बनाया करता था He always made a fun of Baldeva. मंद-बुद्धि slow wit. बुद्धि ईश्वर की देन होती है Intelligence is a divine gift. नौकरी job. तानाज़नी taunting remarks. धुन का पक्का resolute. ईमानदारी और मेहनत honesty and diligence. दानी benevolent; charitable. माता-पिता का भक्त devoted to his parents.

EXERCISE 50

वह नदी में..........चोट किया करता था He would attack the animals drinking water in the river. अनगिनती numberless. मगर ने उसकी सूँड़ पकड़ ली The crocodile seized his trunk. रेती में on the sandy bank. क्रोध आ गया flew into rage. पीछा करना to chase. अन्दाज लगाना to estimate.

EXERCISE 51

तालाब.........हट कर at a short distance from the edge of a tank. बया weaver-bird ईश्वर की स्तुति में गान गाया करता था sang in praise of the Almighty. सजावट decoration. जितना अधिक.......तृष्णा अधिक बढ़ाती जाती थी The more she ate, the more she longed for. भजन गा रहा था was chanting psalms. कीड़े और केंचुए insects and earthworms. मज़े में at ease. चुगना to peck at. ईश्वर-भक्त था was a devotee. साफ़-साफ़ कह दिया told frankly.

तुम्हारी अक़्ल मोटी हो गई है You have become slow-witted. कारीगरी craft. मेरी तरह बसर औक़ात करो conduct your life like me. सागौन sal. बुरा लगना to take heart. कौए को इस अपराध का दंड दिया punished the crow for this sin. बड़े ज़ोर की आँधी a furious storm. बाल बाँका न हुआ did not receive the least injury.

EXERCISE 52

आप लकीर के फ़क़ीर थे He followed the old beaten path. गाँव में बड़े ज़ोर से प्लेग फैला A terrible plague broke out in the village. आप के कान में जूँ तक न रेंगी he turned a deaf ear to. जो भाग्य में............मिट नहीं सकता What is lotted cannot be blotted. मौत के आगे किसी का चारा नहीं है There is no escape from death. मकान छोड़ना to vacate the house. मुक़द्दमेबाज़ी litigation. माया का मोह hankering after riches. हाथ-पाँव फूल गये becams nervous. प्लेग का शिकार हो गया fell a victim to plague.

EXERCISE 53

उद्दंड haughty. अधेड़ a middle-aged man. मार्ग की थकावट fatigue of journey. आँख लग गई fell asleep. भिड़ गई struck against. लात जमाना to kick. हज़रत की चटनी बना देता would have beaten him to pulp. धीरज से politely. कहीं............आई Have you hurt your leg? मसख़रा funny; humorous. वीरता जता दी है you have displayed your valour. डींग मारना to brag. ढलती उम्र declining age. साथी मुसाफ़िर the fellow passengers. आप का लोहा मान गये हैं have acknowledged your superiority. बनाना to make fun of. सैकड़ों घड़े पानी पड़ गया was abashed.

EXERCISE 54

मसख़रे लड़के humorous boys. असबाब luggage.

मानेंगे नहीं he will not agree. बेचारे के मुँह से बोल न फूटा The poor fellow was dumbfounded. घबड़ाओ नहीं don't be worried. हाथ मिलाना to shake hands. आफ़त mishap. भाँपना to guess. टिकटघर the booking-office बौना dwarf.

EXERCISE 55

निर्बल सबल के शिकार थे The weak were a prey to the strong. जिसकी लाठी उसकी भैंस थी Might was right शान्ति स्थापित की established peace. राजसूय यज्ञ कराके युधिष्ठिर को भारत का सम्राट् बनाया made Yudhishthira celebrate the Imperial Sacrifice and proclaimed him the Emperor of India. दर्शन-शास्त्र philosophy. उचित अधिकारी rightful owner, यह कहने में कोई अत्युक्ति न होगी It is not a matter of exaggeration. योद्धा, विजेता, त्यागी, शासक, दार्शनिक और समाज-सुधारक a warrior, conqueror, self-denier, ruler, philosopher and social reformer.

EXERCISE 56

पराजय discomfiture, बढ़ावा दिया करती थीं would encourage. दिल टूट गया broke his heart. आड़े हाथों लिया took him to task. बाँझ barren. कुल-कंटक pest of the family. नाम डुबा देना to disgrace. बाहुबल का परिचय display one's valour. अनशन व्रत धारण करके·········प्राण छोड़ दूँगी I will starve myself to death. इस लोक और परलोक में पाप के भागी होंगे You shall be a sinner in this world as well as the next. उत्तेजक शब्द exhortation. विजय-श्री the Goddess of Victory.

EXERCISE 57

सत्य के मार्ग से न डिगे never deviated from the path of virtue. दानी charitable; generous. वे किसी याचक को विमुख न जाने देते थे He did not suffer any petitioner to go back disappointed. स्वप्न में भी वे दान ही का विचार

किया करते थे Even in sleep he dreamt of alms-giving. राजन् Your Majesty ! आपको राज के सुख भोगने का कोई अधिकार नहीं है You have no right to enjoy the pleasure of kingship ऐसा ही हो Be it so ! राजपाट छोड़कर abdicating his sovereignty. रास्ता रोककरो खड़े हो गये stood in his way. सटपटाये was at his wit's end. मरघट cremation-grounds. मृतकों का कर वसूल करना to realise the cremation fee.

EXERCISE 58

दैवयोग से unfortunately ; as ill luck would have it. सांप के काटने से मर गया died of snake-bite. मृत-संस्कार obsequies. घोर अंधकार pitch darkness. बिजली की कड़क से दिल दहल जाता था thunderpeals shook the heart. फूट-फूट कर रोना to cry bitterly. आज्ञा का उल्लंघन करना to defy orders. जी उठा came back to life. विमान aerial chariot.

EXERCISE 59

पुराने जमाने में in the days of yore. प्रतापी, सत्यवादी और जितेन्द्रिय glorious, upright and self-controlled. आखेट को गया went a-hunting. क्षात्रेय-कन्या the daughter of a warrior. गंधर्व-विवाह the Gandharva type of marriage. अप्सरा nymph. वियोग separation. युवती..............डूबी हुई थी The young girl was buried in thoughts. श्राप दिया pronounced a curse upon her. व्याग्र worried. स्मरण कराना to remind. अनुमोदन करना to approve. योग्य befitting.

EXERCISE 60

पति की दी हुई अँगूठी the ring presented by her husband. जिस पर राजा का नाम खुदा हुआ था on which the name of the king was engraved. धीवर fisherman.

पश्चात्ताप हुआ repented. अपनी आकृति का akin to him. पटरानी the chief queen. युवराज the heir-apparent.

EXERCISE 61

विश्वविख्यात बंगाली कवि the world-renowned Bengali poet. प्रकृति nature. पक्षियों का कलरव the sweet songs of birds. उछलना-कुदना skipping and frisking. पुष्पों का खिलना blooming of flowers. सूर्योदय और सूर्यास्त नामक गीत काव्य the Song of Sunrise and the Song of Sun-Set. पैतृक सम्पत्ति patrimony. निरीक्षण करना to look after. पद्य poems, नाटक dramas. रचना की composed. गीतांजलि Song-offerings साहित्यज्ञ literary man. विश्वकवि the world-poet, रोचक और सुन्दर delightful. प्रकृति के अनुसार according to the dictates of nature.

EXERCISE 62

चरित्रनायक hero. योग्य पिता के योग्य पुत्र the worthy son of a worthy father चोटी पर के वकील a pleader of first magnitude. सेठ-साहूकार merchants and bankers. राजसी ठाटबाठ the royal pomp and dignity. शानदार magnificient. संस्कृति culture पल्लवित हुए grew up. मनन करना to meditate; to ponder over.

EXERCISE 63

वकालत शुरू की started his practice इनके जीवन में महत्वपूर्ण है is an epoch in his career. सती a devoted wife. वीरबाला a heroine. राजनीतिक व्यावहारिक ज्ञान the practical knowledge in politics. जीता जागता चित्र खींचा है has given a graphic description. प्रकांड पंडित an eminent scholar. निराली छटा unique scene. श्रोतागण audience. जोशीली वाणी stirring speech. विरोधी opponents, फड़क उठते हैं are inspired.

EXERCISE 64

जमीन पर धूल का नाम तक नहीं रहता no trace of dust is found on the surface of the earth कोकावेली खूब खिलती है the lily blossoms richly. चाँदनी रात moon-light. अन्तरिक्ष horizon. झोंके gusts. मस्ती में झूमने लगते हैं wave to and fro in ecstasy. हृदयहीन heartless. ईश्वरीय प्रेम divine love. जो खुशी से उछल न पड़े who will not leap up with joy. अलौकिक wonderful नेत्रों को तृप्त करने वाले होते हैं delight the eye. जरदोजी की हरी-हरी मखमली चादर embroidered sheets of green velvet. ज्वार और बाजरा maize and millet. जवानी के जोश में in youthful rapture. बाली ear. खुशी से फूला नहीं समाता is puffed up with joy. सर्वसाधारण के हित के लिये for the good of the public. दानी philanthropist. छक-छक कर चरते हैं graze to their heart's content.

EXERCISE 65

प्रकृति निरीक्षण observation of Nature बाँग crowing. पौ फट चुकी है the day had dawned. विलीन होना to dis appear. चहचहाना to twitter. जोर से रेंका brayed loudly हिनहिनाना to neigh. खदेड़ता हुआ driving along. चरागाह pasture. झुटपुटा वक्त dusk. टरटर croaking. फुसकार hissing. निगलना to swallow. झुंड के झुंड several herds. रंभाना to low. हिरनौटे fawns. ओझल हो गये vanished गर्जना roar. कौओं की काँव काँव the cawing of crows. कूँज cooing शहद की मक्खियों की भिन्नाहट the humming of bees. गूँजना to echo. हाथियों का चिंघाड़ना the trumpeting of elephants. इन आवाजों को दबा दिया deadened these sounds. पलक मारते ही in the twinking of an eye. जंगल के छायादार········निकल गई A party of hunters, mounted on horses, passed along the shady road of forest मार्गों न

का पेड़ the teak tree. खौखाहट chattering टें टें talk. गिलहरियों की चटचटाहट the squeaking of squirrels. स्वर से स्वर मिला रही थीं were producing a harmonious sound. दिन ढल गया the day declined. लड़कबग्घे hyenas. तेंदुऐ leopards. सियारों ने भूँकना शुरू किया the jackals began to howl. उल्लू की घुघहाहट the hooting of the owl. चौंक पड़ा startled.

EXERCISE 66

सम्पन्न prosperous. विदेशों को भेजा जाता है is exported to foreign countries. हवाई जहाज aeroplane. कारखाने factories. खंड storey. इमारती लकड़ी timber. प्रयोग उठता जाता है is falling into disuse. सोखे, चद्दरें और कड़ियाँ bars, sheets and beams. भयंकर भूडोल the terrible earthquake. बुनियाद foundation. खेद का विषय है it is a matter of regret. कलपुर्जे machines and their parts. खोज करता to discover.

EXERCISE 67

शीतल, मंद, सुगंध वायु cool, gentle and fragrant breeze. भली pleasant. वातावरण atmosphere. गुलाब की कलियाँ छिटक रहीं हैं rose-buds are flowering. फूलों से लदी हुई laden with flowers. चमेली jasmine. गेंदे के फूल mari gold-flowers. हरा मैदान the lawn. मोतियों से जड़ा हुआ मखमली गलीचा a velvet-carpet studded with pearls. प्रतीत होता है appears. छोटी-छोटी tiny. हृदयाकर्षक attractive; charming. संगीत मंडली a band of musicians. मात करना to excel. आम्र-मंजरी mangoblossoms. झंकार रही हैं are buzzing. बैंगनी purple, कमल lotus-flowers. गूँज रहे हैं are humming. अच्छा लगना to appreciate. दृश्य scene.

EXERCISE 68

लोहार black-smith. गठीला बदन muscular body.

घन hammer चिमटे tongs. क़ैंचियाँ scissors. फावड़ा spade. कुदारी pick-axe. शागिर्द apprentice कारखाना workshop. लियाक़त के मुआफ़िक़ according to ability. दाब discipline. टालना to evade. नंदू बड़ी परख का आदमी है Nandu is a true judge of merits. सिफ़ारिश recommendation. खेती के औजार agricultural implements. बराबरी करना to compete with. हल plough. मुँहमांगी मज़दूरी the demanded wages. काम डाल रखना to postpone the work. वादे का सच्चा true to his promise निहाई anvil. धौंकनी bellows. सिटकनियाँ bolts. मिल सकते हैं are available.

EXERCISE 69

कोम की बातें valuable instructions. रोब influe e सहयोगी बहुत कम मित्र होते हैं Colleagues are rarely friends. नीचा समझना to look down upon. अपना उल्लू सीधा करते हैं achieve their end. होड़ competition. वही बचेगा.........योग्य Only the fittest will survive. स्थिति पर निर्भर हैं depend upon circumstances. रहस्य प्रकट करना to reveal secret. प्रमाणित authentic. बहुत पढ़ो, ज्यादा सोचो और कम बोलो read much, think more and talk less.

EXERCISE 70

सुहावना pleasant. रंग-बिरंगी चिड़ियाँ multicoloured birds. मन को मोह लेती है captivates the mind. म... fragrance. आँखों को तरावट देती है soothes the eye. नदी-स्नान को महत्व दिया गया है great value is attached to river-bathing. मनन करना to meditate. साहित्यिक literary. स्थिर और शान्त composed.

THE END